

Reading for Meaning (RM)	RPM Skills for Reading	Before reading: Recognises an increasing range of visible features of text forms, and may recognise the intention of those features, eg: newspaper headlines to summarise a story and gain the reader's attention.	May not be familiar with a broad range of indicators features, or have recognised the clues they can give to form and purpose.		Make 'before reading' a frequent focus of whole class discussions of texts, eg: What can you see, eg: columns, headlines, images, bullet points, diagrams, charts, etc? What kind of text is this therefore likely to be?		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Skills for Reading	During reading: Beginning to build expectations of texts by making connections with previous reading, eg: comparison with other, similar stories. Beginning to monitor comprehension and to may use strategies to identify unfamiliar words, eg: using re-reading, using context, etc.	May have limited range of strategies for dealing with more complex vocabulary e.g. in pre-20th century texts.		Remind of strategies for difficult words e.g. read around the word for context clues; guess; have it out; use a dictionary.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Identifying key points	Identifies and understands the majority of key points in a text.	May not re-read text sufficiently to check that initial ideas are correct.		Provide questions requiring a 'True/False/Not sure' response, linked to reasons and evidence.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Inference and deduction	Makes largely accurate, generalised inferences from the text but may not be able to identify their specific source, eg infers the writer's broadly negative opinion of their subject.	May respond in overly subjective way e.g. by comparing a character's actions with own lacks objectivity on text that would enable analytical response.		Build skills in predicting and speculating e.g. preview questions and suggest answers before reading a text for confirmation; place predictions about an event or character on a 'how likely is it?' continuum and review in the light of evidence.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Critical Response	Is beginning to think critically about texts with some confidence, although responses may still be simple, broad and personal.	May not appreciate that other responses to the same information are possible.		Encourage use of speculative prompts and language e.g. maybe, if perhaps and use of modal verbs to express degree of likelihood or possibility.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Evaluation (RE)	RE: Textual evidence	Ideas are usually supported with limited though relevant references to the text.	Limited awareness of the different features of a text that can be analysed. More likely to focus on content and ideas than features of style.		Play 'Pliers' or 'Happy Families': explore a text that makes use of strong patterns and contrasts e.g. 'Ted Hughes' poem 'The Worm and the Cob'. Display a word from the poem and ask students to 'collect' matching examples e.g. 'trout' + 'carp' + 'cod' or opposites e.g. 'swearing'/'reading'		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.2.2 and 2.2.2: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Purpose and intention	Generally identifies the writer's likely overall intention and intended audience eg identifies an advert is intended to persuade children to buy a toy. Can distinguish between fact and less obviously supported opinion, eg it could be argued that...	May not recognise that a reader's response is likely to be created and controlled by the writer's intention.		Focus questioning on the writer's intention rather than personal response, eg 'What does the writer mean by...?' 'Why has the writer...?' How has the writer made you...?'		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Textual evidence	Ideas are supported with relevant evidence from the text, though likely to focus on more obvious inferences/symbols, eg shadows creating an atmosphere of mystery.	May struggle to locate specific examples to support points, especially in denser text or when comparing texts.		Model selection and use of evidence, focusing on embedding short focused quotations and using textual references to summarise key events, actions, characterisation, where quotation is not necessary.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Context	May identify and comment on significant features of the time or place of writing, or its setting, eg changes in fashion or technology over time.	May not recognise these contextual elements as significant to the text, or the reader's response.		Encourage students to explore and experiment with contextual elements of texts, eg how would the story of Romeo and Juliet differ - and the reader's/audience's response be affected - if the characters could communicate by mobile phone rather than letter?		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Whole Text (RT)	RT: Structure and organisation	Identifies some of the writer's very visible structural or presentational choices with limited comment on why or how that choice might have been made, eg a headline or image.	Understanding of text organisation may be limited to obvious physical features of layout in familiar texts.		Play the ideas in the text using a suitable graphic organiser e.g. flow chart, mind map, tree diagram, hierarchy pyramid, storyboard. Discuss why this shows about the way the text was organised e.g. choice and order of main points, sequence of narrative events.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Language (RL)	RL: Sentence, paragraphs and punctuation	Identifies some of the writer's more visible choices and shows some awareness of the possible intended effect, eg lists of dialogue to suggest a character is talkative or demure.	Difficulty in identifying relevant evidence that will support an idea or point, especially where several choices are possible.		Use a 'zone of relevance' chart - place a point about a text in the centre circle and provide a range of supporting questions. Students place in inner and outer circles according to relevance as evidence and explain decisions.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Vocabulary	Focusing on explicit meaning identifies some of the writer's choices and shows some awareness of the possible intended effect, eg positive language in an advert.	Difficulty in identifying relevant evidence that will support an idea or point, especially where several choices are possible.		Use a 'zone of relevance' chart - place a point about a text in the centre circle and provide a range of supporting questions. Students place in inner and outer circles according to relevance as evidence and explain decisions.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genre, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.

Reading for Meaning (RM)	RM Skills for Reading	Before reading: Recognises an increasing range of text forms and their conventions.	Limited confidence or skill in reading may have reduced exposure to, or consideration of a range of text forms.	-2:2	Encourage students to note as many different (and as diverse as possible) texts which they might encounter in 24 hours, eg an advertising leaflet, an advertising hoarding, newspaper, school text book, magazine, etc. How could they tell the difference between them just by looking at an extract the size of an A4 piece of paper? Introduce new texts to students by asking them to predict the form and text-type before reading.			Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Meaning (RM)	RM Skills for Reading	During reading: Incessantly monitors and identifies breakdown of comprehension, sometimes using support strategies, eg stopping and re-reading to clarify.	Limited confidence or skill in reading between the lines; may not appreciate layers of meaning; may want black and white answers or think that these are required.	-2:2	Provide questions requiring a True/False/Not sure response, linked to reasons and evidence.			Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Meaning (RM)	RM Identifying key points	Identifies and understands the majority of key points in a text and is beginning to make limited connections between them to answer a specific question.	May focus on key ideas in isolation without considering additional relevant points.	-2:2	Focus on a question which requires a body of evidence. Ask students to identify at least two relevant points which could contribute to an appropriate response.			understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - making critical comparisons across texts write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading for Meaning (RM)	RM Inference and deduction	Makes largely accurate, generalised inferences from the text and is increasingly able to identify limited evidence, eg a specific sentence in which the writer implies a negative opinion of their subject.	May struggle to differentiate broad impressions, eg of a character, or an argument, from its specific components.	-2:2	Focus on shorter texts, encourage students to track their changing response to a text paragraph-by-paragraph, then identifying specific sentences or phrases within that paragraph which might have contributed to that response.			understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - seeking evidence in the text to support a point of view, including justifying inferences with evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Textual evidence	Ideas are broadly supported with relevant evidence from, or reference to, the text.	May struggle to identify the most relevant word, phrase or sentence and so choose long, unfocused quotations to be sure of including the relevant material.	2:2+	Model a process of elimination: which paragraph, sentence, then word in the text most powerfully conveys the impression that...?			understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.2.2 and 2.2.2: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Purpose and intention	Identifies the writer's likely overall intention and audience, though this may be largely driven from recognition of form or text type rather than the text itself, eg recognises an advert as a text intended to persuade. Can distinguish between fact and opinion.	Understanding of 'audience', 'form' and 'purpose' may be limited e.g. does not fully understand terms such as 'information text' or 'who texts are aimed at beyond 'young people' or 'older people'.	-2:2	Ask explicit preview questions e.g. 'What kind of text is this? What do I call it? Where would I find it? Who is most likely to read it and why?'			understand increasingly challenging texts through: - drawing on knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading 1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact	1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading 1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Language (RL)	RL: Vocabulary	Identifies some of the writer's choices and shows some awareness of the possible intended effect, largely focusing on explicit meaning but with some awareness of implied meaning, eg commenting on the implications of figurative language.	Limited awareness of the non-literal meanings or weight of associations carried by certain words, or how to relate this to the meaning and purpose of the whole text.	-2:2	Provide a text such as an advertisement for a product or charity that has only literal information, with all emotive words removed. Students add their own emotive words that will help 'sell' the product or cause. Decide the word choices that have the biggest impact for students and discuss the connotations or layers of meaning of these words.	Ask students to supply captions or headlines to images with a specific purpose in mind e.g. caption an image of beach pollution to draw attention to 'National Trust campaign for volunteers to litter-pick local beach.'		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact consolidate and build on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Sentence, paragraphs and punctuation	Identifies some of the writer's more significant choices, eg rhetorical questions, and shows some awareness of the possible intended effect.	Limited awareness of the non-literal meanings or weight of associations carried by certain words, or how to relate this to the meaning and purpose of the whole text.	-2:2	Ask students to supply captions or headlines to images with a specific purpose in mind e.g. caption an image of beach pollution to draw attention to 'National Trust campaign for volunteers to litter-pick local beach.'			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Evaluation (RE)	RE: Critical Response	An increasingly focused response to texts is expressed with growing confidence and clarity.	Understanding of 'audience', 'form' and 'purpose' may be limited e.g. does not fully understand terms such as 'information text' or 'who texts are aimed at beyond 'young people' or 'older people'.	-2:2	Ask explicit preview questions e.g. 'What kind of text is this? What do I call it? Where would I find it? Who is most likely to read it and why?'			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text 1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Context	May make basic comment on the impact of contemporary events on the text and/or the text, e.g. a connection with significant historical events.	May not be familiar with the relevant historical period or culture.	-2:2	Provide, or ask students to research, significant events as the site of writing or relevant cultural features of the place of writing.			understand increasingly challenging texts through: - drawing on knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation	1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Purpose and intention	Clearly identifies the writer's overall purpose and likely intention and responds to it, though with limited explanation. Can identify bias and may identify the use of fact and/or opinion, particularly where one is predominant, eg identifies writer's use of statistics with some relevance to their purpose.	May struggle to label the purpose or intention of hybrid texts.	-3:3	Explore texts with dual purpose and intention, eg narratives with a moral, information texts that seek to influence, etc. Focusing on short extracts, identify and explore those elements that contribute to each intention.			understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.2.2 and 2.2.2: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Textual evidence	Ideas are supported with increasingly focused and relevant evidence from the text, largely focused on isolated vocabulary choices such as adjectives and adverbs.	May not be aware how to embed short quotations and so be reluctant to use decontextualised words or phrases as 'free-standing' quotations.	3:3+	Explicitly teach a hierarchy of questions (eg using Bloom's taxonomy) and the kind of answers that generate, from literal factual recall (eg who and what) to analysis and evaluation (eg how, why, or what next). Ask students to construct different kinds of questions on a text, and use in class, rewarding 'higher tier' questions and answers.			understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.2.2 and 2.2.2: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Critical Response	Developing critical thinking, moving from a personal response towards a more objective, analytical and formal response.	Can find it difficult to structure critical responses to texts, especially when comparisons are called for; finds it hard to know which features to single out and prioritise; likely to 'work through' a text, making comments as they go.	-3:3	Display two different examples of the same text, form side by side. Model annotations of the texts in response to a close-focus question e.g. 'what is similar about the way these two texts are written?' or 'are their ideas organised in a similar way?' Ask another close-focus question for students to answer through annotation e.g. 'What is the purpose of the last paragraph?' Use annotations as notes from which to write a critical response.			understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading/Whole Text (RT)	RT: Structure and organisation	Identifies some of the writer's more subtle organisational choices, eg subplots, bullet points, and some broad structural and sequencing choices, eg the use of flashback, or discourse markers to signal a contrasting point or idea.	May not recognise paragraph structures as an organisational device or may not know how to comment beyond 'the writer uses paragraphs.'	-2:2	Use HWB or cut-up text for sequencing and restructuring activities or may not know how to organise, making clear the organising principles eg by chronology, priority or contrast.	Explicitly teach different paragraph structures, using text models and their intention.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - studying setting, plot, and characterisation, and the effects of these	1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.

Reading for Meaning (RM)	RPM Skills for Reading	Before reading: Beginning to use some visible features of form to build expectations of texts' conventions and purposes.	May not be fully aware that noting visible features of form before reading can guide and support reading.		Encourage students to consider the visible features of form, and their purposes, in stimulus texts, then use them to build writing frames, eg newspaper templates, around which to structure their own writing.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Skills for Reading	During reading: Beginning to develop expectations of texts while reading by making straightforward connections with other texts. Increasingly monitors comprehension, developing simple strategies to decode unfamiliar words, eg relating words to familiar words, etc.	May lack close reading skills or the stamina to read back and forth in a text to check initial impressions.	May be over-dependent on a limited range of reading strategies that may not be appropriate for a given task.	Provide a clearly-defined purpose for reading that will help students to manage the task and focus their reading. Make direct links between reading and writing tasks where possible e.g. 'Select the 4 most important points from a school prospectus to use in planning a welcome to secondary school letter addressed to 16 students.'		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Skills for Reading	Before reading: Beginning to build expectations of texts' form and purpose before reading, using a limited range of strategies, eg visible features, comparison with familiar models.	May not be aware of the conventions of some text types		When exploring a specific text type, ask students to compare two examples, identifying any shared visual or other features to establish likely conventions.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Skills for Reading	During reading: Consistently develops expectations of text while reading by making connections with other texts. Increasingly monitors comprehension, developing independent strategies to decode unfamiliar words, eg using context, relationship with more familiar words, etc.	May not be aware of strategies for decoding unfamiliar vocabulary		Consider a range of strategies as a whole class when encountering challenging or unfamiliar vocabulary in a text which of three additional in the most plausible? Encourage students to use context, word families, etc. to reach their decision.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Identifying key points	A range of key points identified across a text, with some attempts to summarise and synthesise points from different places in the text.	May make judgements that are not supported by a sufficient weight of evidence or that lack balance e.g. may be based on single points in a text or not take into account conflicting information.	May not be sure what they are looking for, particularly when asked for a general response e.g. 'What do you find interesting about the way the text is written?'	Use key moments in a short story or class novel to model the process of reading and refining interpretations e.g. of character or theme, articulating the reading strategies used to support exploration, such as reading forwards and backwards, comparing evidence, summarising information and coming to a conclusion.	Provide clearly-understood criteria with which to rank order texts and explain choice e.g. 3 different campaign leaflets for animal rescue charities. Which one makes you feel most sorry for the animal? Which one makes you want to give money to them?	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading for Meaning (RM)	RPM Inference and deduction	Beginning to draw inferences and deductions from specific evidence in the text, eg making judgements about a character inferred from their dialogue or actions.	May make judgements that are not supported by a sufficient weight of evidence or that lack balance e.g. may be based on single points in a text or not take into account conflicting information.	May not be sure what they are looking for, particularly when asked for a general response e.g. 'What do you find interesting about the way the text is written?'	Use key moments in a short story or class novel to model the process of reading and refining interpretations e.g. of character or theme, articulating the reading strategies used to support exploration, such as reading forwards and backwards, comparing evidence, summarising information and coming to a conclusion.	Provide clearly-understood criteria with which to rank order texts and explain choice e.g. 3 different campaign leaflets for animal rescue charities. Which one makes you feel most sorry for the animal? Which one makes you want to give money to them?	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Textual evidence	The majority of ideas are supported with focused and relevant evidence from the text, exploring a broadening range of features at word, sentence and text level.	Explains most paragraphs/sections and other semantic explanations rather than focusing on effects, impact, or reasons for use, especially when students following a paragraph format such as PEE (Point, Evidence, Explanation).		Provides model critical responses, one less successful and one more successful and a text of 'success criteria' against which students can evaluate each model, eg. sets a range of evidence quotes accurately, makes a range of clearly-stated points about the text; comments on the writer's use of language; explains the effects of particular words.	Provides a framework for talking and writing about texts that encourages both an overview and a close focus e.g. SPOT (subject, purpose, organisation, technique/language features)	understand increasingly challenging texts through: - making inferences and referring to evidence in the text - writing accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.2 and 2.2.2: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading for Meaning (RM)	RPM Identifying key points	Identifies and understands the majority of key points in a text and can draw information from different points in a text or across different texts, linking the information to answer a specific question.	Limited summary and comparative skills make it difficult to be precise and concise in comment about texts.		Provides questions requiring a True/False/Not sure response, linked to reasons and evidence.	Build summary skills orally and in writing e.g. by encouraging students to paraphrase ideas as they read, summarise context by providing titles and subheadings, sum up similarities and differences in a Venn diagram: use KWL grids to focus and summarise research (what I already know, what I want to find out, what I have learnt)	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons across texts - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading 1.1 and 2.1.3: summary and synthesis: identify the main themes or themes; summarise ideas and information from a single text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading for Meaning (RM)	RPM Inference and deduction	Makes largely accurate, generalised inferences from the text and is increasingly able to locate a range of evidence, eg two or three examples in which the writer implies a negative opinion of their subject.	Reading stamina may inhibit the ability to gather a range of evidence.		Focus on a question which requires a body of evidence. Ask students to identify at least two relevant points which could contribute to an appropriate response.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons across texts - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Purpose and intention	Identifies the writer's likely overall intention and audience with limited supporting evidence. Can distinguish fact and opinion, and recognises bias.		Limited understanding of writer's intention and of the same 'for effect' and 'effectiveness'.	Set questions that name an intended effect and that ask students to provide evidence of it e.g. 'Which sentence in the first paragraph states the topic of the article?' 'Which facts does the writer use in order to shock us?'	Sort given information/evidence into what is relevant or not relevant for a particular question/task. Prioritise the relevant information so that the most important points is dealt with first.	understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Critical Response	Some evidence of critical thinking in an increasingly specific, personal response; may use some appropriate literary or linguistic terminology.	Limited understanding of writer's intention and of the same 'for effect' and 'effectiveness'.		Set questions that name an intended effect and that ask students to provide evidence of it e.g. 'Which sentence in the first paragraph states the topic of the article?' 'Which facts does the writer use in order to shock us?'	Sort given information/evidence into what is relevant or not relevant for a particular question/task. Prioritise the relevant information so that the most important points is dealt with first.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these - understanding how the work of drama is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making critical comparisons across texts	understand and critically evaluate texts through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - making an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.
Reading Evaluation (RE)	RE: Textual evidence	Ideas are supported with a range of relevant, focused evidence from the text at word, sentence and text level.		May select questions which are broadly relevant but do not fully allow analysis of the writer's likely intention and how explicit choices support it.	Model the selection of evidence, offering a number of choices and encouraging students to consider which is most relevant to the point being made and makes the most significant contribution to the writer's intention.	Emphasising that this activity is an experiment and learning opportunity - and not a model of good critical writing practice - present students with a text and one or two key points relating to it. Ask students to select three pieces of evidence from the text to support each point, and comment on the writer's choices in each. Which question offered the best opportunity for comment? Why?	understand increasingly challenging texts through: - making inferences and referring to evidence in the text - writing accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.2 and 2.2.2: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Language (RL)	RL: Vocabulary	Identifies a range of the writer's choices, gives some explanation of effect and may make straightforward comments on impact on the reader; eg identifying an adverb used to emphasise a key idea.	May have difficulty in linking a specific response to its source, especially when 'embedded' in inference e.g. figurative language that suggests rather than explicitly states.	Limited understanding of the linguistic features of a text that might be singled out for comment.	lacks a vocabulary with which to locate and locate the particular features of language and their effects.	Create annotation cards for students to identify techniques and effects in a text they are reading e.g. A clear statement of the writer's opinion. A short dramatic sentence to increase tension. Complex sentences to add layers of detail to the description. Powerful verbs that show how the character acts. Use of simile/metaphor to create a striking image.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and build on their knowledge of grammar and vocabulary through: - discussing reading, writing and spoken language with precision and confidence using linguistic and literary terminology	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and build on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Sentences, paragraphs and punctuation	Identifies a broader range of the writer's choices, eg largely focusing on sentence or paragraph length; may make straightforward comments on impact on the reader.	May have difficulty in linking a specific response to its source, especially when 'embedded' in inference e.g. figurative language that suggests rather than explicitly states.	Limited understanding of the linguistic features of a text that might be singled out for comment.	To encourage awareness of sentence structure, ask students in groups to gather three sentences from a text, two with something in common, the third being the 'odd one out'. Ask them to present their three chosen sentences to the class to identify the key features of the 'odd one out'. Why might the writer have chosen to use this particular structure?	emphasising that this activity is an experiment and learning opportunity - and not a model of good critical writing practice - present students with a text and one or two key points relating to it. Ask students to select three pieces of evidence from the text to support each point, and comment on the writer's choices in each. Which question offered the best opportunity for comment? Why?	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and build on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.

Writing design (WD)	WD: Drafting editing and proofreading	May review and correct some surface errors in spelling, punctuation, and sense	May consider literary skills not strong enough to be sure of identifying errors or how to correct them.			Focus proofreading on one pattern of error e.g. boundary punctuation.		write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	May make some attempts to organise while writing, eg chronological order in narrative text	Likely not to gather sufficient ideas or to plan content accurately before writing, lack of awareness of own uses may mean that changes of direction during writing are not noticed.	May struggle to group ideas into similar and contrasting points or to order events into a logical sequence. In narrative, commentary on events may be very uneven, so that key links are missing or confused.		Provide planning/writing frames which clearly show the required shape and structure and ask students to add appropriate content e.g. headline, subheading, paragraph and caption for news reports; topic sentences for each paragraph of information text; hierarchy chart of most to least important points; narrative structure charts.	Give students a discursive text without an introduction or conclusion and ask them to compose the opening and closing paragraphs.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Some awareness of structural conventions of form, eg headings and subheadings in an information text, openings and endings in narrative.	Likely to chain ideas together, using a limited range of conjunctions and adverbs e.g. and, when, then.	Has a limited range of conjunctives in working memory to draw on during writing e.g. and, another thing to add similar ideas, but for contrast, now, still, after to sequence narrative events.		Provide planning/writing frames which clearly show the required shape and structure and ask students to add appropriate content e.g. headline, subheading, paragraph and caption for news reports; topic sentences for each paragraph of information text; hierarchy chart of most to least important points; narrative structure charts.	Give students a discursive text without an introduction or conclusion and ask them to compose the opening and closing paragraphs.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing vocabulary (VV)	VV: Range and appropriacy	A very limited range of vocabulary chosen, predominantly to convey explicit meaning, not always appropriate to reader, purpose or occasion, eg choices may be more appropriate to speech than to writing.	Concerns about spelling accuracy may limit choice of vocabulary. May not independently apply phonemic knowledge to unfamiliar words or use spelling strategies to learn new words.	Over-use of finite verbs and co-ordinate clauses limits range and variety of vocabulary e.g. 'We went home and told mum and she was really angry' rather than 'When she heard our news, mum was furious.'		Pre-teach key vocabulary for a new topic, reinforcing spelling patterns and strategies for learning spelling; model how meaning might be determined from context.	Teach vocabulary in the context of varying sentence structures, making clear the function of word classes e.g. adjectives to modify nouns, adverbs as discourse markers (later, finally, etc.)	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, and using Standard English where appropriate	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Some attempts to gather ideas before writing but may not be sufficiently focused on, or relevant to, specific task, purpose or audience.	May have a limited repertoire of planning models.			Construct 'identity' or profile for audience e.g. through use of the and questioning and use to inform planning.	Explain the possible range of planning choices with a planning chart, providing space to consider purpose, audience, register, tense, viewpoint, etc.	Write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining a consistent point of view 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (VV)	VV: Modification	Limited use and range of adjectives, more frequent use of adverbial modifiers, eg very, really, just etc.	Over-use of finite verbs and co-ordinate clauses limits range and variety of vocabulary e.g. 'We went home and told mum and she was really angry' rather than 'When she heard our news, mum was furious.'	Lack of awareness of modification, its uses and possibilities for over-use, may limit effective choices.		Build lexical web choices that carry the weight of meaning in a sentence e.g. replacing 'went' with 'hurried', 'shuffled', 'stumbled' or 'approached' to convey mood.	Explicitly focus on the use of modification in model texts or through comparison of sentences featuring effective selection of modification with similar sentences in which modification is limited and/or repetitive (eg 'I really, really, really, really, really rose slowly and majestically...')	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.22 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, onomatopoeia, personification)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Some relevant ideas gathered before writing although may not be consistently focused on specific task, purpose or audience.	Limited stylistic repertoire to draw on e.g. may have generalised views about what makes effective description, such as list of best, but knowledge of how to provide this is limited.	May have a narrow range of evaluative criteria by which to judge effectiveness, e.g. comments focus on technical accuracy.		Gather ideas and vocabulary for the task keeping a clear focus on purpose and audience, includes notes which are longer than single words e.g. expanded noun phrases; short sentences for impact; opening and concluding statements.	Use clear and accessible criteria or prompts against which own writing can be planned and evaluated, focusing on purpose and audience e.g. 'How do I want my reader to think or feel when they've finished reading that? How can I use the five senses to hook my reader's interest?'	Write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms, maintaining a consistent point of view 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Planning	Increasingly aware of the conventions of viewpoint and tense in a variety of forms and purposes, eg third person present tense to express a formal argument.	Choice of viewpoint and tense may be led by 'rules' rather than consideration of effect, eg 'a story should be in the past tense', 'a personal point of view is expressed in the first person'.	Counter redemptive/mechanistic expectations with model texts, exploring the impact of e.g. a story in the present tense, an argument in the third person, experimenting with changing the original's tense and viewpoint to explore impact.		Counter redemptive/mechanistic expectations with model texts, exploring the impact of e.g. a story in the present tense, an argument in the third person, experimenting with changing the original's tense and viewpoint to explore impact.		Write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms, maintaining a consistent point of view 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Some relevant ideas gathered with some consideration of shaping and organisation before writing.	May consider that their time and efforts are better spent in 'getting on with the writing' rather than planning.			Practise writing from someone else's plan.	Separate planning and writing processes with time gap between them to encourage review and revision of plan before writing.	Write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms, maintaining a consistent point of view 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Planning	May make some deliberate choices, eg of viewpoint and tense appropriate to purpose, before writing.	May regard planning as the gathering of ideas rather than making Whole Text or stylistic choices.			Practise writing from someone else's plan.	Separate planning and writing processes with time gap between them to encourage review and revision of plan before writing.	Write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms, maintaining a consistent point of view 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing design (WD)	WD: Clarity and accuracy	Inconsistent register; increasing consistent accuracy in tense, person, subject-verb agreement.	Concerns about accuracy, especially spelling, may slow down the writing process or slow evolution of finished piece.	11+1		Encourage students to survey their writing to identify patterns of error and set their own targets.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (WV)	WV: Modification	Some expansion of noun phrases to add detail. More pre-modification than post-modification using a limited range of adjectives or adverb-adjective combinations, eg really big. Simple adverbials provide some detail eg signalling time or place (eg 'We got there three hours later'; Emma lived in a cottage in the middle of a forest).	Over-reliance on subject + verb constructions leads to lack of variety in vocabulary choices eg It was getting dark... It was a Sunday... We were really late...	11+1		Teach word choices in context of effect of whole sentence, closely linked to style and purpose eg how verb choices and sentence length might be more effective than adjectives in creating mystery and tension in fiction writing; the effect of placing a single adverb at the start of a sentence ('Eventually, we got there' rather than 'We got there three hours later')		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Some phonetically plausible spelling errors in common words and inflections.	Weak handwriting and presentation skills may make re-reading of own text difficult.	11+1		Encourage students to survey their writing to identify patterns of error and set their own targets.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	Little or no evidence of deliberate cohesion linking paragraphs.	Ambiguity or confusion created through repetition of pronouns eg 'It', 'he', 'they' without making clear the nouns to which they refer.	11+1		Highlight in text models how pronouns refer back to nouns and encourage students to proofread own texts for anaphoric agreement.		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Inconsistent register and occasional errors in tense, eg missing words, subject-verb agreement.	May lack confidence in proof-reading skills and ability to identify and correct errors.	11+2		Work as a class to proof-read short extracts in which a limited range of intentional errors appear. Focus on one area of error at a time, eg spelling or subject-verb agreement, or etc.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Occasional phonetically plausible spelling errors in common words and inflections; some incorrect choice of homophones	May not be fully attuned to the likelihood of incorrect homophone choice as part of the proof-reading process	11+2		Provide opportunities for focused proof-reading, eg ask students check every occurrence of 'their', 'hear' or 'they're' in their writing, with reference to displayed definition/usage guidelines.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Increasingly consistent register, though with some inappropriate use of non-standard English; generally accurate written expression.	May not be fully aware of impact of isolated incidences of non-standard English on a text as a whole.	11+2		Provide opportunities for volunteers to role-play formal speaking opportunities, eg a job interview, asking the class to monitor register and highlight inappropriate language choice.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Generally accurate spelling of common words and inflections; inconsistent accuracy in homophones	May not be fully aware of spelling conventions of homophones and how they are linked to meaning eg use of apostrophe in you're and they're to indicate contraction.	11+2		Explicitly teach spelling of a limited range of linked homophones, eg homophones with apostrophes: it's or its, they're, their or there, you're or your.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proofreading	Frequent evidence of re-reading to monitor accuracy while drafting	Focus on the process of writing may not allow time for, or consideration of, monitoring accuracy.	11+1		Draft by word processing wherever possible.	Focus and limit redrafting e.g. reviewing length of opening and closing sentences and experimenting with alternatives.	plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling make notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation)	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proofreading	Proofreads and corrects a range of errors in spelling, punctuation and sense when prompted	May consider literacy skills not strong enough to be sure of identifying errors or how to correct them.	11+1		Focus proofreading on one pattern of error e.g. boundary punctuation.	Focus and limit redrafting e.g. reviewing length of opening and closing sentences and experimenting with alternatives.	plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling make notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation)	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing design (WD)	WD: Drafting editing and proofreading	Some attempt to monitor and correct spelling while drafting	May lack stamina for redrafting and proofreading							plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - making notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation) - revising, edit and proof-read through: - reflecting on whether their draft achieves the intended impact - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Drafting editing and proofreading	Proofreads and corrects a limited range of errors in spelling, punctuation and tense after drafting	May lack stamina for redrafting and proofreading							plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - making notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation) - revising, edit and proof-read through: - reflecting on whether their draft achieves the intended impact - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing sentences (WS)	WS: Paragraphs	Inconsistently used but with increasing accuracy	Although material is organised appropriately, may not be set out in paragraphs							write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material and supporting ideas and arguments with any necessary factual detail - plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and persuasively for support and emphasis - revising, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text 1.22 and 2.22: write for impact: select, organise and emphasise facts, ideas and key points	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing vocabulary (VV)	VV: Range and appropriateness	A limited range of vocabulary chosen, still largely to convey explicit meaning; increasingly appropriate to reader, purpose or occasion. Some use of simple or familiar similes to add detail.	Over-reliance on subject + verb constructions; limited use of vocabulary choices; e.g. 'I was getting dark...it was Saturday...We were really late...'	In reading unfamiliar texts, may not have strategies for knowing new vocabulary e.g. using context clues	May not distinguish between non-standard and standard English word choices, or misjudge required formality	Present word choices on a continuum appropriate to register e.g. informal to formal, from which students can choose	Build lexical verb choices that carry the weight of meaning in a sentence e.g. 'rubbing' with 'scrubbed', 'shuffled', 'stumbled' as appropriate to context			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 1.22 and 2.22: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing sentences (WS)	WS: Sentences	Sentence openings: The subject-verb structure opens the majority of clauses and sentences	May not be attuned to the monotony of repeated subject-verb sentence openings							write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Drafting editing and proofreading	Some evidence of efforts to monitor clarity of expression and spelling while drafting	Lack of objectivity about own writing that makes it difficult to evaluate or revise							plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - making notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation) - revising, edit and proof-read through: - reflecting on whether their draft achieves the intended impact - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Drafting editing and proofreading	Consistently proofreads and corrects a range of errors in spelling, punctuation and tense after drafting	Lack of objectivity about own writing that makes it difficult to evaluate or revise							plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - making notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation) - revising, edit and proof-read through: - reflecting on whether their draft achieves the intended impact - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing sentences (WS)	WS: Sentences	Sentence length: Some variety, although this is likely to be in the interests of meaning rather than rhetorical effect	May be more concerned with expressing meaning than stylistic choices							Model constructing and deconstructing sentences: breaking down clauses into single clause sentences; building up clauses into multiple clause sentences. Provide opportunities for students to experiment with exemplar sentences and/or their own writing	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text 1.22 and 2.22: write for impact: select, organise and emphasise facts, ideas and key points	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Clause types: Clauses tend to be linked with coordinating conjunctions and adverbs of time, age and, but, then, next. Subordinate clauses are more evident, although a narrow range of temporal and causal subordinating conjunctions and finite subordinate structures limits variety of expression	Unfamiliarity with a range of conjunctions limits variety							Familiarise students with the different functions of conjunctions, using clause activities to generate a 'menu' of choices, e.g. causal (because, so, etc.), temporal (after, when, etc.), conditional (if, in case, unless, etc.), concessive (although, despite the fact that, etc)	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and persuasively for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Cohesion	Increasingly secure though with sporadic loss of meaning	May have limited repertoires of sentence openings in working memory leading to over-use of familiar constructions e.g. adverbs signalling change of action (Suddenly, Then...), repetition of Ai... or too-lose -ing verbs							Explore some of the different choices that can be made when opening a sentence, e.g. an adverbial subordinate clause or prepositional phrase. In each case, consider and emphasise the effect created, rather than variety for variety's sake	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and persuasively for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Punctuation	Some use of full stops, with frequent comma splicing. Speech punctuation generally limited to speech marks only	Lack of understanding of grammatical rules for comma use; may believe that they are used to mark 'a breath', or to slow down or speed up the pace of writing; may use full stops and commas as assembly interchangeable. Often unaware of the comma splice being an error							Develop students' awareness of clause types and conjunctions with exemplar models. Link closely to text type, purpose and intended effect	revising, edit and proof-read through: - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.21: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	

Writing vocabulary (WV)	WV: Range and appropriateness	A broader range of vocabulary chosen, generally appropriate to purpose and reader, largely to convey explicit meaning but with some attempt to craft for effect, eg to create atmosphere.	Vocabulary store in working memory now wide enough to create nuances of meaning through word choice.	Limited understanding of word function within context of sentence. Can lead to e.g. over-use of pronounifying adjectives when better choice of noun would create desired effect.		Teach how the meaning of a word also includes its connotations; provide a bank of words with different connotations for students to choose from.	Teach word choices in context of effect of whole sentence, closely linked to style and purpose e.g. how word choice and sentence length might be more effective than adjectives in creating mystery and tension in fiction writing; the effect of placing a single adjective at the start of a sentence (Eventually, we got there' rather than 'We got there three hours later')	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - restructuring their writing and amending its grammar and vocabulary to improve coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (WV)	WV: Modification	More frequent expansion of noun phrases to add detail and/or description using a broadening range of adjectives and adverbs. Some post-modification. Occasional use of simple adverbials to modify verbs, adding descriptive detail.	May overuse pre-modification, believing that 'adding more description' is an effective route to improving writing.		Model the process of gathering then selecting vocabulary, eg building a bank of possible adjectives to modify a given noun in an exemplar sentence. Ask students to consider which would be the most effective choices in that context, and whether one, two, three or more adjectives is effective or excessive.		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Inconsistently attempts to organise while writing, eg: placing some related points in sequence in transactional text.	May struggle to group ideas into similar and contrasting points or to order events into a logical sequence. In narrative, commentary on events may be very uneven, so that key links are missing or confused.	11+1	Provides a range of contexts commonly used to join ideas across paragraphs, showing function and highlighting use in model texts e.g. Firstly, Furthermore, Finally to sequence similar points in an argument; however, on the other hand to signal contrasting points.	Give students a discursive text without an introduction or conclusion and ask them to compose the opening and closing paragraphs.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Greater awareness of structural conventions, with some attempts to incorporate them, eg introducing characters in the opening of a narrative text.	May have a limited repertoire of planning models.	11+1	Exemplify the possible range of planning choices with a planning chart, providing space to consider purpose, audience, register, tense, viewpoint, etc. A teacher might have with a partner or carer over a contentious issue, use a well known fact tale to exemplify narrative structures.	Exemplify relevant structures by exploring familiar models, eg to exemplify persuasive or argument writing, note the range of a 'factoid' that a teenager might have with a parent or carer over a contentious issue, use a well known fact tale to exemplify narrative structures.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Ideas are organised with some deliberate clustering of linked points.	Likely to order ideas through repetitive structures with links variety e.g. the first point, the second point.	11+1	Provides samples of writing organised in different ways for students to match to descriptions of organising principles e.g. by chronology; priority; contrast. Discuss how decisions were made.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Increasing awareness of formal conventions, eg introductions and conclusions, although these may not effectively introduce or conclude the text.	Time-frames for narrative may be weak or confused and setting or character may lack sufficient detail to be clearly established for the reader; opening sentences may not clearly indicate the topic or theme or signal text type or genre.	11+1	In model texts, highlight cues to start new paragraphs e.g. in fiction, change of speaker, time, place, viewpoint, in non-fiction, change of topic or sub-topic, time, viewpoint.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Ideas are organised with some deliberate progression, eg chronological sequence, or logical grouping, eg by topic.	Endings likely to be weak e.g. narrative may end abruptly or logically; conclusion to argument may be perfunctory restatement of main point.	2+2	Model the writing of an opening paragraph of a discursive text on a topic of interest so that it sets out the priorities to be discussed. Ask students to write subsequent paragraphs, and then model the conclusion.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Developing awareness of structural conventions of a variety of forms, generally achieve their intended purpose.	Personal pronouns overused and not well controlled e.g. they used in first sentence without previous reference; you used without indication of audience.	2+2	Teach students to recognise first and third person pronouns on a topic of interest so that it sets out the priorities to be discussed. Ask students to write subsequent paragraphs, and then model the conclusion.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Reading Evaluation (RE)	RE: Textual evidence	Ideas and interpretation are supported with a synthesis and summary of ideas and details judiciously selected from the text.	Find it difficult to synthesise information succinctly or to balance summary responses with more detailed analysis of selected features of a text.	7:7+7+	Choose a note-making framework that will best record similarities, differences and key evidence. Use the set of notes to 'speak' a critical essay.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence 1.2 and 2.2: write for impact: cite evidence and quotation effectively and persuasively to support views	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	
Reading for Meaning (RM)	RM: Skills for Reading	Before reading: Beginning to build expectations of text's form and purpose before reading, using a growing range of strategies, eg visible features, skim reading skills, comparison with familiar models.	Reading skills may not be sufficiently developed or confident; may not be skilfully reading.	3+3+	Provide timed opportunities to skim-read a text before exploring more fully, eg 20 seconds, asking students to feedback on the details gleaned. Support students with strategies, eg focusing on 'information-rich' areas of a text: headlines, first and last sentences of paragraphs, introductions and conclusions, etc.		develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment - reading books encountered earlier to increase familiarity with the text and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, relating to the context, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts. 1.2 and 2.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts, and the contexts in which they were written.	

Writing Whole Text (WT)	WT: Cohesion	Occasional use of a very limited range of adverbials to link paragraphs, eg 'another thing' to add similar ideas; 'but' for contrast; 'now', 'so', 'later' to sequence narrative events	Has a limited range of conjuncts in working memory to draw on during writing		Provides a range of conjuncts commonly used to join ideas across paragraphs, stressing function and highlighting use in model texts eg 'Firstly'. Furthermore, finally to sequence similar points in an argument; however, on the other hand to signal contrasting points.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	More consistent use of a very limited range of adverbials to link paragraphs.	Has a limited range of conjuncts in working memory to draw on during writing		Provides examples of writing organised in different ways for students to match to descriptions of organising principles eg by chronological priority; contrast. Discuss how decisions were made.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	Some deliberate cohesion linking paragraphs using a formulaic range of adverbials, eg firstly, secondly, also.	Likely to order ideas through repetitive structures with little variety eg the first point, the second point.		Begins exploration of new texts using a 'genre' approach, asks students to rebuttal the text from its jumbled paragraphs and cohesive devices.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Paragraphs	Largely used accurately, though not used consistently.	May not consider paragraphing a feature of the proof-reading process.		Provides opportunities for students to produce their own proof-reading notes, highlighting errors which they frequently make, eg paragraphing, comma spacing, specific spelling patterns etc			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Sentence openings: The majority of clauses and sentences still begin with the subject-verb structure, linked with a growing range of conjunctions and adverbs of time.	May have limited repertoire of sentence openings in working memory, leading to over-use of familiar constructions eg adverbs signalling change of action (Suddenly, Then...), repetition of AI... or non-finite -ing verbs.		Explores some of the different choices that can be made when opening a sentence, eg an adverbial, subordinate clause or prepositional phrase. In each case, consider and emphasise the effect created, rather than variety for variety's sake.			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Reading for Pleasure (RP)	RP: Skills Reading	During reading: Frequently monitors comprehension while reading, seeking unfamiliar vocabulary with a range of strategies.	May lack confidence or stamina for tracing the development of ideas in longer or more complex texts.		Use of reading skills may not be assured enough to deal with more complex information or to cross-reference between texts.			develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage including whole and unseen texts - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. AO4 Explore links and connections between texts.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Pleasure (RP)	RP: Skills Reading	Before reading: Builds expectations of text's form and purpose before reading, using a growing range of close reading strategies to look at features such as headlines, images and subheadings ahead of a full reading eg implications and connotations of these.	May not be aware of the wealth of inference which can be drawn from structural features, eg headlines, images, etc.		'Model' reading a text backwards/ re-reading the full text, identifying the writer's purpose, intention and key points, etc, before returning to re-examine key structural features. To what extent is student's detailed reading of the text explicitly or implicitly evident in eg the headline and accompanying image?			develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage including whole and unseen texts - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. AO4 Explore links and connections between texts.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Pleasure (RP)	RP: Skills Reading	During reading: Monitors understanding increasingly consistently, drawing on a growing range of strategies to tackle any breakdown in comprehension.	Use of reading skills may not be assured enough to deal with more complex information or to cross-reference between texts.		Provides opportunities for specific practice and evaluation of reading strategies. Make these explicit by providing a checklist of what good readers do: predicting and speculating, visualising, re-reading and checking information, using context (text, cross-referencing and comparing) etc. and make clear which students should focus on in a particular task e.g. 'Visualise the setting described in the start of the story by making a quick sketch of it. Which words in the text most helped you?'			develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage including whole and unseen texts - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. AO4 Explore links and connections between texts.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Writing sentences (WS)	WS: Paragraphs	Used inconsistently.	May not be aware of function of paragraphs to group and sequence ideas and to signal shifts of topic, time etc. for reader.		Highlight topic sentences and straightforward discourse markers in model texts. Invite use in own texts eg. at planning stage.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Sentence lengths: Little variety, achieving simple expression of facts or ideas without clear connection or logical progression.	Limited understanding of clause and sentence structures, leading to lack of control in use of punctuation, or absence of punctuation, and lack of variety in sentence types.		Explores whether and how chains of coordinate clauses can be broken by multiple sentences. Explores how these clauses/sentences can be linked using subordinating conjunctions to express the relationship between them.			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persistently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing vocabulary (WV)	WV: Range and appropriacy	A growing range of vocabulary, appropriate to purpose and reader, is selected with some consideration of variety and growing awareness of effect, though not always used accurately.	May not appreciate the extent to which meaning depends on context; thus choices from thesaurus may not be appropriate.	May rely on word substitution as main strategy for improving writing, not always appropriately.		Show how the exact meaning of a word is affected by its context; use discussion of close exercise choices to illustrate.	Make the criteria for choosing particular words explicit; model making word choices when demonstrating writing.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - planning, drafting, editing and proof-reading through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - consolidating and building on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, editing and proof-reading through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - consolidating and building on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select judiciously to reflect audience. 1.2.2 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing vocabulary (WV)	WV: Modification	Noun phrases are expanded with a growing range of adjectives or adverb-adjective combinations. Pre-modification still dominates. A broadening range of adverbs are used to modify verbs providing increasing detail.	May not appreciate the extent to which meaning depends on context; thus choices from thesaurus may not be appropriate.			Show how the exact meaning of a word is affected by its context; use discussion of close exercise choices to illustrate.	Make the criteria for choosing particular words explicit; model making word choices when demonstrating writing.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - planning, drafting, editing and proof-reading through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, editing and proof-reading through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select judiciously to reflect audience. 1.2.2 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	A number of ideas gathered with some deliberate shaping for intention, purpose or audience, although planning may be insufficiently reviewed before or during writing.	May be reluctant to experiment with different planning formats.			Use a range of graphic organisers e.g. flow charts, tree diagrams, card sorts of main points that can be arranged in different ways.							
Writing design (WD)	WD: Planning	Frequently makes deliberate choices before writing, eg tense and viewpoint appropriate to purpose.	May be reluctant to experiment with different planning formats.			Use a range of graphic organisers e.g. flow charts, tree diagrams, card sorts of main points that can be arranged in different ways.							
Writing design (WD)	WD: Clarity and accuracy	Some phonetically plausible spelling errors in less common words.	Limited range and independent use of spelling strategies for dealing with irregular or complex words.			Explicitly teach spelling strategies, eg words within words, word families, acronyms, etc.	Keep a spelling log or personal dictionary with a clear purpose and context e.g. to 'highlight' interesting words as used by favourite authors, to build understanding of polysyllabic word formation, set personal targets for vocabulary use and spelling accuracy and use to focus proofreading						
Writing design (WD)	WD: Clarity and accuracy	Register is generally appropriate though not always maintained, largely accurate written expression.	May not consider some features of dialect to be non-standard.			Provide opportunities for volunteers to role-play formal speaking opportunities, e.g. a job interview, asking the class to monitor register and highlight appropriate language choices.							
Writing design (WD)	WD: Drafting, editing and proofreading	Beginning to review and revise vocabulary choices after drafting with some awareness of how changes might improve the text for its intended reader and purpose.	Concern over accuracy of spelling may limit vocabulary to 'safe' or familiar choices.			Create a structured writing process in which time for drafting, revising and proofreading are clearly delineated							
Writing design (WD)	WD: Drafting, editing and proofreading	Beginning to review and revise surface errors during drafting, eg re-reading after each paragraph.	Continual insecurity over accuracy of punctuation, including at sentence boundaries, limits ability to deliberately control and manipulate sentences.										
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	The conventions of form and purpose are generally followed, eg use of direct speech in narrative, plot summary and personal opinion in a film book review, a clear statement of the key issue in introducing an argument, etc.				Model how to craft opening sentences to a range of tasks in order to signal genre intended, establish theme and reader-writer relationship.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published sources for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - planning, drafting, editing and proof-reading through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, editing and proof-reading through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness				
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Logical progression and development of ideas suggests deliberate structuring.	Limited repertoire of paragraph openers with repetitive links e.g. I think...I think...Some people say...			Remove and justify opening sentences from a range of different texts. Match to correct text, being explicit about cues used.	Model how to craft opening sentences to a range of tasks in order to signal genre intended, establish theme and reader-writer relationship.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published sources for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - planning, drafting, editing and proof-reading through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - revising, editing and proof-reading through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness				
Writing Whole Text (WT)	WT: Cohesion	Paragraphs are sometimes deliberately linked with a widening range of cohesive devices, eg conjunctors or adverbials to signal a similar or contrasting idea.	Likely to use a limited range of adverbials or main clauses to specify time changes and signify action and events e.g. 'It was 12.30; 'It was on a Saturday afternoon; 'After a while'.			Unexplained shifts in pronouns and tense can be confusing e.g. shift to 'he' from 'they' and between past and present tense in narrative.	Take a clearly organised text and blank out the conjunctors. Ask students to provide their own conjunctors and discuss their choices, comparing with original.	Teach a wider range of pronouns and determiners that can be used for emphasis and cohesion; reference e.g. mine, his, her, its, my, our, that, these, those, which and model their use.					
Writing sentences (WS)	WS: Paragraphs	Generally used appropriately and with increasing consistency.	May consider paragraphing accuracy a less important textual feature than, for example, spelling and punctuation.			Provide opportunities for students to produce their own proof-reading checklists, highlighting errors which they frequently make, eg paragraphing, comma spacing, specific spelling patterns etc.							
Writing sentences (WS)	WS: Sentences	Sentence lengths: increasing variety, although this is likely to be a result of a growing awareness of clause structures rather than intentional effect.	Continued over-reliance on finite verbs to deliver the action in narrative or to add detail to points in an argument e.g. Experiments on animals are cruel and should be stopped. We shouldn't test cosmetics on them because animals feel pain just like us.			Learn a wider range of subordinating conjunctions, closely linked to text type, purpose and degree of formality e.g. despite, although, unless, regardless of	Model sentence combining: explore different approaches to combining or not combining strings of simple sentences: stress the different effects and emphasis that can be created and link to text purpose and type.						
Reading for Meaning (RM)	RM: Skills for Reading	Before reading: Consistently considers expectations of text's form and purpose before reading.	May be overly focused on conventional expectations of form and overlook the writer's intentional deviation from, or manipulation of, these expectations.			Explore spontaneity or ironic texts which play upon the reader's expectations or intentionally mislead with first impressions, eg Shakespeare's Sonnet 130 (the mistress' eyes are nothing like the sun...), or April Fool's newspaper articles.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include: - at least one play by Shakespeare - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - animal world literature - choosing and reading books independently for challenge, interest and enjoyment - re-reading books encountered earlier to increase familiarity with the text and provide a basis for making comparisons - understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the context, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and essential literary non-fiction, such as essays, reviews and journalism - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment - understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the context, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing read in different ways for different purposes, and compares and evaluates the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Writing sentences (WS)	WS: Sentences	Sentence openings: The subject-verb structure still predominates though may be preceded by an adverbial.	May be more focused on vocabulary choice as a means of 'improving writing' rather than sentence structure and, with a limited repertoire of sentence openings, tends to automatically select subject-verb starts.			Encourage students to write specific sentences - eg the very first sentence of an extended piece of writing - in as many ways as possible. Model different possibilities by re-writing the opening sentence of a familiar or stimulus text, considering reasons for the writer's ultimate choice.							
Writing sentences (WS)	WS: Sentences	Clause types: A balance of coordinate and subordinate clauses. The relationships between clauses and cohesion between sentences is increasingly clarified with a broadening range of conjunctors, and coordinating and subordinating conjunctions.	Understanding of subordinate clause can be limited to ideas that 'it doesn't make sense on its own' or that it can be 'moved around' in a sentence so that knowledge of how to form different types of subordinate clauses is partial or confused.			Show how a subordinate clause is dependent on the main clause for its meaning, and that the relationship between the ideas in the clauses can be altered by changing their position within the sentence.	Look at some of the specific roles that a range of subordinating and coordinating conjunctions can perform, eg highlighting temporal or causal relationships, signalling equally weighted or contrasting ideas.	Learn a wider range of subordinating conjunctions, closely linked to text type, purpose and degree of formality e.g. despite, although, unless, regardless of					

Writing design (WD)	WD: Clarity and accuracy	Largely accurate spelling with some errors in less common words and frequent orthographic errors in eg homophones, consonant doubling, increased vowel choice eg separate, diffuse	Limited range and independent use of spelling strategies for dealing with irregular or complex words.		Explicitly teach spelling strategies, eg word within word, word families, acronyms, etc.	Keep a spelling log or personal dictionary with a clear purpose and context eg to 'imagine' interesting words as used by favourite authors, to build understanding of polyphonic word formation; set personal targets for vocabulary use and spelling accuracy and use to focus proofreading.	plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Generally appropriate register and accurate expression with occasional lapses	May still need further practice to develop and hone the proof-reading process.		Encourage frequent re-reading of own text after each paragraph to check accuracy of expression and punctuation.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proofreading	Sometimes reviews and revises surface errors during drafting	May focus on reviewing more challenging sections of text and overlook errors or potential improvements elsewhere.		Following peer- or teacher-assessment, provide opportunities for students to compile logs of 'automatic errors' to those they make frequently and unconsciously, to encourage awareness of them, and alertness to identifying and correcting them.		plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proofreading	Sometimes reviews and revises vocabulary choices after drafting to improve the text for its intended reader and purpose	Review and revision of text may focus on isolated and ineffectual adjustment of vocabulary choice when more consideration of purpose and intention is needed.		Explicitly teach text annotation that highlights aspects of author's craft, focusing on purpose and intention.		plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Some features of form have been selected and crafted to achieve purpose and/or intention, eg questions as subheadings	Features of form may be considered and used 'ad hoc' while writing and therefore inconsistently or ineffectually.		Establish those features of form relevant to the purpose of a writing task before planning (encourage students to use those features as a springboard and/or structure for planning, eg 'What key information will your headline highlight, who will you quote in the article? What subheadings will you use to organise your information leaflet? etc.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points, create emotional impact	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Some evidence that ideas have been organised and developed with awareness of the reader and their likely response, eg the use of counter-argument.	Makes greater use of time adverbials that place adverbials, with consequent emphasis on action and events in narrative, rather than on setting and location. There may be too many different events, underdeveloped with narrative detail, in the belief that a list of action makes a story 'exciting'.		Deconstruct a text and present the organisation as a diagram. Ask students to plan another text using a similar diagram.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points, create emotional impact	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	Some deliberate use of cohesive devices to guide the reader through the text.	Cohesion may be disrupted due to poor or incomplete planning, resulting in logical progression of ideas and the need to refer back or forward eg "as I said earlier...)		Provide opportunities for students to review whole text structure before, during and after writing, providing support for ways in which texts can be marked up to revise structure without 'having to start again', eg numbering paragraphs		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Paragraphs	Generally used appropriately to organise content, but with occasional inconsistency	May hold assumptions that paragraphs should be of a certain length and split paragraphs to achieve it.		Explicitly teach the purpose of paragraphs to guide the reader through a text, signalling a new point, idea, etc, following a similar principle and purpose to chapters in a narrative.	Survey paragraph length, and reasons for paragraph change, in model texts. Which is the longest or shortest paragraph students can find? How many reasons for a new paragraph can students identify? etc	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Sentence length: Limited evidence of some deliberate decisions, eg short sentences for impact or summary.	Assumption that varying sentence length is a mark of good writing, irrespective of context and purpose	Limited strategies for improving sentences or misapprehensions about the nature of hyperphrases eg belief that descriptive writing needs more adjectives and adverbs or that narrative pace can be created with 'short, snappy sentences'.	Model the explicit effects which can be created through varying sentence length, eg contrasting shorter and longer sentences for dramatic impact or building tension with multiple coordinate clauses.	Consider sentence choices in relation to the purpose and intention of the whole text, cross-genre.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing sentences (WS)	WS: Sentences	Clause types: An increasingly balanced range of simple sentences, coordinate and subordinate clauses suggests a growing awareness of clause and sentence structure. Simple sentences are beginning to convey more informative or descriptive detail.	Assumption that varying sentences is a mark of good writing, irrespective of context and purpose.	Limited strategies for improving sentences or misapprehensions about the nature of improvements e.g. belief that descriptive writing needs more adjectives and adverbs or that narrative pace can be created with 'short, snappy sentences'.		Model the explicit effects which can be created through sentence structure, e.g. contrasting shorter and longer sentences for dramatic impact or building tension with multiple coordinate clauses.	Consider sentence choices in relation to the purpose and intention of the whole text, stressing context.		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing sentences (WS)	WS: Sentences	Sentence openings: Growing variety and an expanding repertoire, including adverbials and connectives.	Limited strategies for improving sentences or misapprehensions about the nature of improvements e.g. belief that descriptive writing needs more adjectives and adverbs or that narrative pace can be created with 'short, snappy sentences'.			Consider sentence choices in relation to the purpose and intention of the whole text, stressing context.		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		
Writing sentences (WS)	WS: Punctuation	Largely accurate use of full stops. Comma used accurately in lists but inconsistently in demarcating clauses and parenthetically. Apostrophes used correctly in contractions. Possessive apostrophes used with some accuracy.	Errors or omission may be due to inconsistent understanding of specific punctuation rules and/or use of, e.g. comma to demarcate clauses or possessive apostrophes.			Provide opportunities for students to assess their understanding of specific punctuation rules and seek clarification, either with teacher support or through independent research and feedback.		plan, draft, edit and proof-read through: - paying attention to accurate grammar, punctuation and spelling	revise, edit and proof-read through: - restructuring their writing, and amending its grammar, punctuation and spelling	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		
Writing (WV)	WV: Range and appropriateness	A developing vocabulary, consistently appropriate to purpose and audience, is generally used with precision. Evidence of a growing awareness of the range of effects which vocabulary choice can have on the reader.	May be more concerned about ensuring clarity of ideas and conveying literal meanings than creating stylistic effects e.g. through figurative language.	Greater use of time adverbials than place adverbials, with limited range available in working memory e.g. 'at night', 'later on'.	Over-reliance on similar similes to create description e.g. 'he was as quick as lightning' or 'I felt as cold as ice'.	Annotate a model text to highlight the connotations carried by specific word choices and to present their impact on the reader e.g. how they create a sense of danger or foreboding.	Explore effects of turning similes into metaphor in the more effectively descriptive than use of similes e.g. 'Icy fear gripped me' rather than 'I felt as cold as ice'.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		
Reading for Meaning (RM)	RM: Inference and deduction	Inferences and deductions are increasingly drawn from close reading of the text, eg with broad reference to, and comment on, specific vocabulary choices.	May lack confidence or stamina for tracing the development of ideas in longer or more complex texts.	Use of reading skills may not be assured enough to deal with more complex information or to cross-reference between texts.		Encourage predictions of the main ideas in a text by previewing layout and content and noting down a key question they expect the text to answer.	Give groups the same text but with a different focus for retrieving pertinent information e.g. highlighting arguments for or against, advantages or disadvantages, causes or effects. Groups then present their findings to each other.	understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Writing (WV)	WV: Modification	A range of adjectives and adverbs are selected to expand noun phrases and modify verbs.	Greater use of time adverbials than place adverbials, with limited range available in working memory e.g. 'at night', 'later on'.	Over-reliance on similar similes to create description e.g. 'he was as quick as lightning' or 'I felt as cold as ice'.		Explore effects of turning similes into metaphor in the more effectively descriptive than use of similes e.g. 'Icy fear gripped me' rather than 'I felt as cold as ice'.	Model how careful choice of nouns and verbs can be more effectively descriptive than use of similes e.g. 'Icy fear gripped me' rather than 'I felt as cold as ice'.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		
Reading for Meaning (RM)	RM: Inference and deduction	Inferences and deductions are consistently and accurately founded in close reading of the text, eg with close reference to, and comment on, specific vocabulary choices.	Challenge of simultaneously holding in mind the whole text and focusing in on specific details.			Card sort main/minor points or main points/supporting detail in relation to a specific line of enquiry in a text		understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading for Meaning (RM)	RM: Inference and deduction	Beginning to consider layers of meaning at word level, eg the connotations of specific vocabulary choices and their implication for, eg a character, or central argument.	Understanding of what has been read may not be adequately demonstrated because students are struggling to write in a formal analytical style.			Show how to use marginal notes to a text that summarise the emotions and reactions of characters at specific points, in order to build a vocabulary for discussing feelings. Encourage precision and formality e.g. 'Juliet feels betrayed by the Nurse' rather than 'Juliet feels let down'.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading Evaluation (RE)	RE: Purpose and intention	Clearly identifies the writer's likely overall intention and expresses a personal response to it, with some explanation. May refer to the use of fact or opinion in expressing or supporting the identified intention.	May not use appropriate technical or critical vocabulary when discussing the writer's style and techniques.			Explanations may paraphrase questions and offer semantic explanations rather than focusing on precise aspects or reasons for use, especially when students follow a formulaic 'FOUR' such as PE (Point, Evidence, Explain, Respond)		understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts.	
Reading Evaluation (RE)	RE: Purpose and intention	Clearly identifies the writer's likely overall intention and expresses a personal response to it, with developed explanation. May comment on the use and validity of fact or opinion, eg identifying a point of view as 'only the writer's opinion'.				Provides model critical responses, one less successful and one more successful and a set of 'success criteria' against which students can evaluate each model, e.g. uses a range of evidence; quotes accurately; makes a range of clearly-stated points about the text; comments on the writer's use of language; explains the effects of particular words.		understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts.	
Reading Evaluation (RE)	RE: Purpose and intention	Perceptive and developed analysis of the writer's likely intention and how it is achieved. Analysis and may evaluate the significance of the writer's use of fact and opinion in manipulating the reader's response.				Encourage close reading of small details by playing 'odd one out' - ask students to spot words/phrases/sentences that have been needed to get a text and that do not fit with the rest, and to explain their choices.	Provides high-grade responses and ask students to produce a mark scheme that will reward its features. Use their mark scheme to evaluate their own written critical response.	Practise summary skills in a variety of ways e.g. read three texts and provide one linking title; sum up the main theme of each text in one sentence; turn up similarities and differences in style in one diagram.	understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts.	
Reading Evaluation (RE)	RE: Purpose and intention	Clearly identifies the writer's likely overall intention and expresses a personal response to it with some analysis. May comment on the validity of facts and/or opinions in context.	May not be able to distinguish between fact and opinion in texts where the distinction is blurred eg polemics that presents opinion in a forceful way.			Present a range of writer's viewpoints on the same theme and scale them in different ways, justified with textual evidence e.g. most to least sympathetic view of the subject; most to least strongly-held view; most to least use of facts; most to least in agreement with own viewpoint.	Present a range of writer's viewpoints on the same theme and scale them in different ways, justified with textual evidence e.g. most to least sympathetic view of the subject; most to least strongly-held view; most to least use of facts; most to least in agreement with own viewpoint.	Explore a text without giving background information. Pairs/groups read the text and raise questions they feel cannot be answered from within the text. Support answers by providing relevant background information or directing students' own research.	understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts.	

Reading Evaluation (RE)	RE: Critical Response	Increasingly competent critical exploration of texts, considering the impact of some of the writer's choices, although largely as a localized need or sentence level. Literary and linguistic terminology is used with some confidence.	May not use appropriate technical or critical vocabulary when discussing the writer's style and techniques.		May struggle to locate specific examples to support points, especially in denser text or when comparing texts.	Explicitly teach a hierarchy of questions (e.g. using Bloom's taxonomy) and the kind of answers they generate, from literal factual recall (e.g. who and what) to analysis and evaluation (e.g. how, why, and what ways). Ask students to construct different kinds of questions on a text, and use in class, rewarding 'higher level' questions and answers.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these - understanding how the work of drama is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making critical comparisons across texts	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading to recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading Evaluation (RE)	RE: Critical Response	Growing confidence and clarity in critical thinking, beginning to focus on how the writer's literary and/or linguistic choices have shaped a text and the reader's response. Uses a growing range of literary and linguistic terminology to aid precision.	Explains more paragraph questions and other semantic explanations rather than focusing on effects, impact, or reasons for use, especially when making a judgement that presents opinion in a forceful way.		Provides a framework for taking and writing about texts that encourages both an overview and a close focus e.g. SPOT (Subject, Purpose, Organisation, Context/Language Features)	Provides a framework for taking and writing about texts that encourages both an overview and a close focus e.g. SPOT (Subject, Purpose, Organisation, Context/Language Features)	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these - understanding how the work of drama is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making critical comparisons across texts	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading to recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading Evaluation (RE)	RE: Critical Response	Confident critical thinking, supported with some analysis, shows a developing evaluation of the writer's success in achieving their literary intention and/or the text's reliability and usefulness. Uses a range of literary and linguistic terminology for clarity and precision.	May not be able to distinguish between fact and opinion in texts where the distinction is blurred e.g. polemical that presents opinion in a forceful way.	Can find it hard to read 'beyond the text' to understand the social, cultural and historical values and attitudes that might influence the writer.	Presents a range of writer's viewpoints on the same theme and asks them in different ways, justified with textual evidence e.g. most to least sympathetic views of the subject; most to least strongly-held views, most to least use of facts; most to least in agreement with own viewpoint.	Compiles a glossary of terms which are useful in critical literacy and encourages their use when discussing texts. Online glossaries can provide ready links to illustration through text examples. Terms might include: attitudes, beliefs, perspectives, traditions, cultures, target audience, prejudice, bias, race, gender etc. and key verbs such as positions, represents, promotes, manipulates, demonstrates.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these - understanding how the work of drama is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making critical comparisons across texts	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading to recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading Evaluation (RE)	RE: Textual Evidence	Ideas and interpretation are supported with a synthesis and summary of ideas and embedded detail from the text, chosen with precision to support a focused response.	In longer, dense or complex texts, may struggle to separate main points from supporting detail or to know which key words or phrases they should select for clear analysis.		Use a short text to model the process of selecting key words and phrases from it which illustrate a specific question or statement, focusing on reasons for this choice rather than others. Ask students to follow the same process on another section of text, comparing their selection of key questions with others' and justifying choices.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis: identify the main theme or themes; summarise ideas and information from a single text 1.2.1 and 2.2.1: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	
Reading Evaluation (RE)	RE: Textual Evidence	Ideas and interpretation are supported with a synthesis and summary of ideas and embedded detail from the text, chosen with precision to support a focused response, and analysed with some depth.	When expressing more complex responses to more complex texts, may find it difficult to pinpoint specific examples of the writer's limited evidence, resulting in a credible but unsubstantiated, or partially justified, assertion.		Present students with unfamiliar and almost unrecognisable questions about a familiar text and ask them to build a body of convincing, supporting evidence, e.g. Lady Macbeth should attract an audience's sympathy.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis: identify the main theme or themes; summarise ideas and information from a single text 1.2.1 and 2.2.1: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	
Reading Evaluation (RE)	RE: Textual Evidence	Ideas and interpretation are supported with a synthesis and summary of ideas and embedded detail from the text, chosen with precision to support a focused response, and analysed in depth.	Explicitly when dealing with complex hybrid texts, identify the main theme of each text in the same sentence, using appropriate and different verbs to explain the relationship.		Practice summary skills in a variety of ways, e.g. read three texts and provide one-sentence summaries; read two texts and provide one-sentence summaries; read one text and provide one-sentence summaries.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - seeking evidence in the text to support a point of view, including justifying inferences with evidence	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis: identify the main theme or themes; summarise ideas and information from a single text 1.2.1 and 2.2.1: write for impact: cite evidence and quotation effectively and pertinently to support views	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	
Writing Design (WD)	WD: Planning	Ideas gathered and sequenced in a largely logical progression, shaped appropriate to purpose, form, audience.	May have limited understanding of concept of 'crafting' writing.	Limited genre or stylistic repertoire may limit choices to familiar or 'tried and tested' ones e.g. use of personal pronouns to involve reader; series of short sentences to build tension.	Re-read in pairs, with the reader's reaction in mind.	Compare own writing with strong text models, using annotation of key features. Deliberately imitate key features of text models in own writing.	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		
Writing Design (WD)	WD: Planning	Deliberate choice of some whole text features, e.g. tense, viewpoint, register, appropriate to purpose, often considers some appropriate linguistic features, e.g. simile or personification in descriptive writing or building word banks of relevant nouns, adjectives etc.	May have limited understanding of concept of 'crafting' writing.	Limited genre or stylistic repertoire may limit choices to familiar or 'tried and tested' ones e.g. use of personal pronouns to involve reader; series of short sentences to build tension.	Re-read in pairs, with the reader's reaction in mind.	Compare own writing with strong text models, using annotation of key features. Deliberately imitate key features of text models in own writing.	Having explored a stimulus text, ask students to consider which significant choices the writer might have made before writing - e.g. tense, viewpoint, sentence structures that make a significant contribution to voice, vocabulary choices that make a significant contribution to mood, etc. etc. - and which during writing. How might students use this as a model to make similar choices in their own planning?	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Design (WD)	WD: Planning	Planning takes into consideration a range of linguistic features appropriate to purpose at word and sentence level.	May be over-concerned with gathering content and ideas at the expense of thinking about structural or stylistic aspects.	May not firmly link the experience of reading and writing (i.e. how analysis of author's craft can deepen understanding of how to manipulate text conventions or register).	Deliberately use talk in preparation for writing e.g. discussing task demands and alternative approaches with peers and agreeing success criteria, focused on reader's reaction.	Explore and compare how the conventions of particular texts and purposes are used in a variety of real contexts e.g. historical questions used in political speeches and in advertisements.	Model how information can be transformed from one text type to another e.g. by turning a news report into a narrative, explore consequent changes to whole text, sentence and word level.	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Design (WD)	WD: Planning	Ideas gathered and sequenced in logical and coherent progression to support reader, and shaped appropriate to form, purpose and audience.	Texts may be competent but lack variety: may have limited range of models to draw on or lack understanding of how to manipulate text conventions or register.	May be over-concerned with gathering content and ideas at the expense of structural or stylistic decisions.	Experiment with different narrative patterns e.g. disrupting traditional structure of opening, development, complication, crisis, resolution to find different starting points.	Deliberately use talk in preparation for writing e.g. discussing task demands and alternative approaches with peers and agreeing success criteria, focused on reader's reaction.	Present plan to peers for critiquing of content and design decisions e.g. in 'wagons' day'.	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	

Writing design (WD)	WD: Clarity and accuracy	Largely accurate spelling with occasional errors in less common words; inconsistent orthographic accuracy in ad homophones, consonant doubling, unstressed vowel choice	May be selecting ambitious vocabulary, the spelling of which has not yet been securely embedded in spelling memory.		Encourage consultation of dictionary or peers/ teacher to check spelling and avoid an incorrect spelling becoming 'solidified'.			plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 in the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Generally appropriate register; largely accurate expression with some loss of sense in more ambitious structures	May struggle to translate more complex thinking into clear, fluent, written expression of ideas.		Encourage students to experiment with expression of more complex thinking, writing sentences or clusters of sentences in one or three different ways. Ask students to identify which draft has greater clarity and how it has been achieved, e.g. shorter, more manageable sentences, a more logical sequence of ideas, or through the opportunity to clarify thinking through the drafting process			plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 in the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Increased accuracy in spelling though with some common orthographic errors in e.g. constant doubling and unstressed vowel choice	May lack awareness of common and likely errors in words featuring e.g. silent vowels or phonetically misleading combinations of single and double letters.		Set regular spelling challenges to identify and compile exemplar lists of problem spelling patterns/ eg words in which single/double letters are frequently confused (disappear, recommend, occasion, accident, etc).			plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 in the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Largely accurate expression with consistent register	Texts may be competent but lack variety; may have limited range of models to draw on or lack understanding of how to manipulate text conventions or register.		Explore and compare how the conventions of particular texts and purposes are used in a variety of real contexts e.g. rhetorical questions used in political speeches and in advertisements.			plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 in the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling consolidate and build on their knowledge of grammar and vocabulary through: - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Frequently reviews and revises surface errors during drafting	Review and revision of text more likely to focus on isolated examples of word and sentence choices when more radical changes of organisation and structure are needed.		Explicitly teach text annotation that highlights aspects of author's craft, focusing on purpose and reason. Comment on whole text structure as well as sentence and word choices.			plan, draft, edit and proof-read through: - considering their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 in the key stage 1 and 2 programmes of study for English consolidate and build on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling make notes, draft and write, including using information provided by others (e.g. writing a letter from key points provided; drawing on and using information from a presentation)	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Paragraphs	Generally secure, effectively organising content.	Development of points in paragraphs and balance of content across text may be uneven; some ideas treated too briefly, others not sufficiently enough.		Explicitly teach how to build detail in a paragraph, e.g. expanding topic sentence with examples, use of counterargument.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persuasively for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Paragraphs	Some evidence of deliberate choice in using paragraph length for effect, e.g. a short, single-sentence paragraph for emphasis.	May hold assumptions about grammatical rules that limit choices and variety; despite evidence to the contrary in published texts e.g. that a paragraph and a sentence should have a minimum length, that a sentence shouldn't start with and or but, that a colon is (only) used to introduce a list.		Explicitly teach the construction and possible uses of informal sentence structures, e.g. minor sentences, sentence fragments.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and persuasively for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Sentence lengths: increasingly frequent evidence of some deliberate decisions.	Understanding of how to create sentence variety still insecure. May over-use non-finite verb +ing subordinate clauses, especially in description, punctuated as complete sentences e.g. Flying above the clouds, Looking down at the tiny houses, Seeing the cars moving like ants.		Learn through examples the different ways in which subordinate clauses can be constructed, and imitate in own writing subordinating conjunctions with, non-finite verb +ing or +ed to + infinitive.			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Clause types: A more balanced range suggesting deliberate decisions to combine or separate clauses in sentences. Simple sentences convey detail and/or description, e.g. through the use of adverbs, adjectives, expanded noun phrases. A broader range of subordinate structures, including some relative and non-finite clauses.	Understanding of how to create sentence variety still insecure. May over-use non-finite verb +ing subordinate clauses, especially in description, punctuated as complete sentences e.g. Flying above the clouds, Looking down at the tiny houses, Seeing the cars moving like ants.		Explicitly teach the construction and purpose of relative clauses, and show how to use to provide subordinate clauses, especially in description, punctuated as complete sentences e.g. Flying above the clouds, Looking down at the tiny houses, Seeing the cars moving like ants.			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Sentence openings: An expanding repertoire including different kinds of non-finite clauses.	Understanding of how to create sentence variety still insecure. May over-use non-finite verb +ing subordinate clauses, especially in description, punctuated as complete sentences e.g. Flying above the clouds, Looking down at the tiny houses, Seeing the cars moving like ants.		Challenge students to rewrite a sentence beginning with a non-finite clause in as many different ways as possible, but without changing its meaning. How is the emphasis or tone of the sentence changed?			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AOS Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing sentences (WS)	WS: Sentences	Sentence length: Some deliberate choices of sentence length and structure to achieve distinctive sentence patterns and/or rhythms, eg contrasting longer and shorter sentences.	May hold assumptions about grammatical rules that limit choices and variety, despite evidence to the contrary in published texts e.g. that a paragraph and a sentence should have a minimum length; that a sentence shouldn't start with and/or but; that a colon is (only) used to introduce a list.	Investigate sentence variety and punctuation in a range of fiction or prose texts. Consider which rules are consistent and which seem more flexible and link to effect on meaning and sentence rhythms. Deliberately misuse effects e.g. using start of 'Weak House' as a model.			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing sentences (WS)	WS: Sentences	Clause types: Less reliant on finite subordinate clauses to develop and deliver information with a greater balance conveyed through the selection of adverbs and adverbials, non-finite clauses and expanded noun phrases.	May hold assumptions about grammatical rules that limit choices and variety, despite evidence to the contrary in published texts e.g. that a paragraph and a sentence should have a minimum length; that a sentence shouldn't start with and/or but; that a colon is (only) used to introduce a list.	Investigate what subordinate clauses (including relative clauses) are adding to a sentence by removing them or substituting another.			write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Reading Evaluation (RE)	RE: Context	Evidence of some broad awareness of how different contexts impact on writers, texts and their reader over time.	May not appreciate the ways in which time and place can influence writer's choices of subject matter or theme.				understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension make an informed personal response, recognising that other responses to a text are possible and evaluating these	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Context	Increasing awareness of the relevance of context in exploring a writer's likely intention and different readers' responses over time, eg considering race or class attitudes expressed in a text as symptomatic of the writer's society at the time of writing.	May simply consider, and effectively dismiss, the impact of historical context as something 'typical of their time' rather than considering the writer's intention in highlighting a contemporary viewpoint, or the readers' responses over time.				understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension make an informed personal response, recognising that other responses to a text are possible and evaluating these	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Context	Some analysis of how different contexts of writing and reading can create different meanings or interpretations, eg changing attitudes to race or gender.	May lack sufficient reading experience, especially of more complex texts, to make decisions about the validity of the ideas.	Can find it hard to read 'beyond the text' to understand the social, cultural and historical values and attitudes that might influence the writer.			understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension make an informed personal response, recognising that other responses to a text are possible and evaluating these	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including to social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Comparison	May express a personal preference for one of two texts but with very limited textual reference.	Limited vocabulary with which to describe or compare reader responses.	Limited awareness of possible points of comparison.			read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [2.1.4]	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Comparison	Can express a personal preference for one of two texts with some reference to both.	May struggle to identify or express any explanation for personal preference.				read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [2.1.4]	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Comparison	Can make a broad comparison of the content of two texts, eg key ideas, opinions, events or characters.	May recognise and be able to compare more tangible features of two texts, eg central topic, setting or action, but struggle to compare ideas or opinions.				read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [2.1.4]	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Whole Text (RT)	RT: Structure and organisation	Makes increasingly detailed comments on some of the writer's structural or organisational choices and their intended impact on the reader, eg suggesting that the writer of a narrative text has withheld specific information to create a surprise ending or 'twist'.	May look for more obvious features of text organisation but not be aware of the range of ways in which writers achieve cohesion and coherence across and within paragraphs or sections of a text, eg repetition of key words or phrases; use of discourse markers; linked imagery; sentence patterning	Use reformulating activities e.g. presenting a point as prose to be re-organised into statistics. Discuss students' choices compared with the original version.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of context for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Whole Text (RT)	RT: Structure and organisation	Focuses more closely on the writer's structural and/or organisational choices with comments suggesting a developing awareness of the writer's choices as a means of achieving an identified intention and impact on the reader, eg commenting on the writer's selection of context in a text's opening or the way a problem is raised in the introduction and subsequent paragraphs exemplify and explore some solutions.	Comments lack analytical detail, may find it difficult to support points with examples e.g. doesn't know how to refer to when an identified intention and impact on the reader, eg commenting on the writer's selection of context in a text's opening or the way a problem is raised in the introduction and subsequent paragraphs exemplify and explore some solutions.	Provide 3 different texts and separate model written commentaries on a specific aspect of text structure in each text. Students match commentary to the correct text, use commentaries as a model for writing one on another aspect of the texts.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of context for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Whole Text (RT)	RT: Structure and organisation	Responses are becoming more precise and analytical, beginning to explore how the writer's structural or organisational choices contribute to the writer's likely intention and achieve their intended impact on the reader, eg the sequence or progression of key points, giving some explanation of effect.	May still not view the organisation and structure of a text as being deliberately crafted or constructed by the writer; critical comments are more likely to focus on word choices than text structure.	Analyse the typical layout and structure of tabloid or local newspaper front pages and lead reports. Ask students to write a set of 'house rules' to be followed by the trainee tabloid news reporter, focusing on structural and organisational features.	Match together main points and supporting details from jumbled lists and explain decisions, highlighting both content and language cues used.	Map the content of an article or information text using a structured overview chart to illustrate the relationship between ideas in the text. The efficacy of the task can be modified by providing main headings or by varying the number of blanks that students need to fill in.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of context for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts and the contexts in which they were written.
Writing design (WD)	WD: Drafting, editing and proof-reading	Consistently reviews and revises vocabulary choice after drafting to improve the text for its intended reader and purpose.	Review and revision of text more likely to focus on isolated examples of word and sentence choices when more radical changes of organisation and structure are needed.	Explicitly teach text annotation that highlights aspects of author's craft, focusing on purpose and intention. Comment on whole text structure as well as sentence and word choices.			plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate make notes, draft and write, including using information provided by others (eg writing a letter from key points provided), drawing on and using information from a presentation revise, edit and proof-read through: - reflecting on whether their draft achieves the intended impact - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Reading Language (RL)	RL: Sentences and punctuation	Makes increasingly detailed comments on some of the writer's choices and their impact on the reader, eg the repetition of a particular sentence structure to emphasise and develop a key point.	May take individual words or sentences out of context of the paragraph or whole text so that their meaning is distorted.	Provide students with a grid to use during shared reading of a text where they record their thoughts or ideas or know for sure (or lateral information) and change their view. Focus discussion on differences in interpretation of non-literal information, and the possible reasons for them.	Provides an opening or final paragraph of a text e.g. a persuasive argument as jumbled sentences and asks students to rearrange them in two different ways. Compare with original and evaluate different effects in terms of clarity of ideas and emphasis of meaning.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying their effectiveness and impact in the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Sentences and punctuation	Focuses closely on the writer's choices with comments suggesting a developing awareness of the writer's choices as a means of achieving an identified intention and impact on the reader, eg a series of non-finite clauses to create pace and/or tension.	May find it difficult to balance attention between developing awareness of the writer's choices as a means of achieving an identified intention and impact on the reader, eg a series of non-finite clauses to create pace and/or tension.	Use a staged sequence of questions to identify specific themes, ideas or intentions in a whole text, then to 'zero in', identifying paragraphs, then sentences that words which the writer has used to support/reinforce those ideas.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying their effectiveness and impact in the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.

Reading Language (RL)	RL: Sentences	Responses are becoming more precise and analytical, beginning to explore how the writer's choices achieve their intended effect. Comments are beginning to identify consistencies and patterns in paragraph, sentence or punctuation choices, and consider their contribution to the writer's likely intention, eg the use of longer, multiple clause sentences to build complex descriptive detail throughout a text.	In more difficult texts e.g. a Shakespeare play or pre-20th century fiction, attention is taken up with decoding meaning of individual words and sentences. Critical comments are more likely to be generalised e.g. 'The writer uses lots of metaphors which helps us to picture the scene'.	May not have sufficient linguistic or literary knowledge or terminology with which to progress language features used in the text, and comments on language may still be generalised e.g. 'The writer uses lots of metaphors which helps us to picture the scene'.	Provides support for understanding complex texts e.g. a partial summary or commentary which refers to historical or cultural context as needed.	Provide a grid of linguistic and literary terms with embedded examples of their use in a text e.g. 'Without Owen's poem 'Exposure'...' students match together terms and examples. Provide model statements for a third column on 'impactful': this can be matched with terms and examples; ask students to supply others. Use one 'complexed line' in notes for a critical paragraph.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Vocabulary	Comments on the writer's choices and their effect are increasingly developed, eg identifying emotive language and the writer's likely intention to create shock or sympathy.	May take individual words or sentences out of context of the paragraph or whole text so that their meaning is distorted.		Provides students with a grid to use during shared reading of a text where they record things they deduce or know for sure (or hear information) and things they infer. Focus discussion on differences in interpretation of non-heard information, and the possible reasons for them.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Vocabulary	Focuses closely on the writer's choices with explicit reference to implicit meaning suggesting a developing awareness of the writer's choices as a means of achieving an individualised mission and impact on the reader. Shows awareness of connotation, eg commenting on an association of ideas.	May find it difficult to balance attention between reading holistically to link ideas, themes and intentions of the whole text, with a close focus on particular words or sentences.		Use a stepped sequence of questions to identify specific themes, ideas or intentions in a whole text, then to 'zero in' on identifying paragraphs, then sentences then words which the writer has used to support/reinforce those ideas.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study for English	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study for English	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Writing design (WD)	WD: Drafting, editing and proofreading	Consistently and frequently re-reads to review and revise vocabulary and sentence structure for clarity and precision while drafting.	May lack awareness of how different types and lengths of paragraphs can be used for emphasis and interest e.g. a one-sentence paragraph signalling a change of direction in argument or a moment of dramatic tension in narrative.		Develop independent criteria for evaluating writing that focus on linguistic choices as well as content/ideas. Use to annotate own writing to clarify intended impact on reader.	Build a portfolio of 'special effects' in punctuation from a range of authentic text models.	plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	
Writing design (WD)	WD: Drafting, editing and proofreading	Beginning to review and revise sentence structure after drafting, with more consideration for clarity than effect.	Redrafting likely to focus on minor changes to particular words and sentences rather than reorganisation or restructuring of material.	Can lack grammatical understanding of how to effect improvements e.g. sentence variety understood largely in terms of varying sentence length; subordinate clauses limited to those using non-define verbs.	Explore and compare how the conventions of particular texts and purposes are used in a variety of real contexts e.g. rhetorical questions used in political speeches and in advertisements.	Encourage frequent re-reading of own text after each paragraph, read aloud to self and others to hear the cadence of sentences as well as to check accuracy of expression and punctuation.	plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	
Writing design (WD)	WD: Drafting, editing and proofreading	Beginning to re-read to review and revise vocabulary for clarity and precision while drafting.	Some surface changes may not actually improve the text e.g. adding adverbs or adjectives where those of stronger verbs or nouns might be more productive.		Explore and compare how the conventions of particular texts and purposes are used in a variety of real contexts e.g. rhetorical questions used in political speeches and in advertisements.	Model how information can be transferred from one text type to another e.g. by turning a news report into a narrative, explore consequent changes at whole text, sentence and word level.	plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accuracy, grammar, punctuation and spelling applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	A more consistently logical progression of ideas, with only occasional deviation, suggests growing skill in structuring text and awareness of the reader.	Development of points in paragraphs and balance of content across text may be uneven; some ideas treated too briefly, others not sufficiently enough.		Explicitly teach how to build detail in a paragraph, eg sequencing topic sentence with examples; use of counterargument.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; create emotional impact	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Features of form are increasingly selected and crafted to achieve purpose and intention.	Opening generally successful but endings less so eg in narratives, not so much in resolution as a new development; in non-fiction, simply an echo of the start.		Provide jumbled sentences from closing paragraph of text e.g. news report or speech; ask students to sequence them in two different versions and explain choices. Compare with original and discuss impact of effective versions on reader; establish range of criteria for effective text closure.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; create emotional impact	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Ideas are organised with more awareness of the reader and their likely response.	May follow rigid and long-established organisational habits without considering how they could best be adapted to particular tasks and their specific purposes, eg the routine assumption that an argument text should consist of an introduction, three key points and a conclusion.		Plan a text, not from the starting point of gathering ideas, but by considering how the writer wants the reader to respond at each stage in the text, eg How do I want the reader to feel by the end of the introduction to my argument? How can I achieve that?		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; create emotional impact	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Features of form are exploited to support purpose and intention, eg an argument's conclusion emphasises the impact of the issue on the reader.	May follow rigid and long-established organisational habits without considering how they could best be adapted to particular tasks and their specific purposes, eg the routine assumption that an argument text should consist of an introduction, three key points and a conclusion.		Plan a text, not from the starting point of gathering ideas, but by considering how the writer wants the reader to respond at each stage in the text, eg How do I want the reader to feel by the end of the introduction to my argument? How can I achieve that?		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - adjusting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; create emotional impact	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	

Writing Whole Text (WT)	WT: Cohesion	More consistent, deliberate use of cohesive devices guides the reader throughout the text.	Opening generally successful but endings less so e.g. in narrative, not so much a resolution as a new development; in non-fiction, simply an echo of the start.	Use of pronouns can still be uncontrolled e.g. moving between you and I / hazily; repeated use of you is confusing	Provides justified sentences from closing paragraph of text e.g. news report or speech; ask students to sequence them in non-different versions and explain choices. Compare with original and discuss impact of different versions on reader; establish range of criteria for effective text closure.		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	A developing range of cohesive devices are used to link paragraphs, eg repetition of key phrases, synonyms, etc	Understanding of how to provide cohesive links may be limited to surface features e.g. agreement of tense and person, and grammatical choices, rather than confident use of discourse markers or sentence patterning	Use of pronouns can still be uncontrolled e.g. moving between you and I / hazily; repeated use of you is confusing	Cut sentences up from a paragraph and ask students to re-order them, in order to focus attention on links between sentences and use of cohesive devices.	Explore how writers control shifts in pronoun use, eg. in argument how a shift from first person singular to first person plural (I to we) can signal a change in the reader-writer relationship, from a personal comment or reflection to one which attempts to include the reader.	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - improving its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Sentence openings: A broad repertoire with some deliberate decisions for effect.	May hold assumptions about grammatical rules that limit choices and variety, despite evidence to the contrary in published texts e.g. that a paragraph and a sentence should have a maximum length; that a sentence shouldn't start with and or but; that a colon is only used to introduce a list.	Use of non-finite -ing verb may cause ambiguity when not related to the noun it follows e.g. Saline round the headland, the storm battered the ship.	Investigate sentence variety and punctuation in a range of fiction or poetry texts. Consider which rules are consistent and which seem more flexible and link to effect on meaning and sentence rhythm. Deliberately imitate effects e.g. using start of 'Black House' as a model.	Explicitly teach the construction and possible use of informal sentence structures, e.g. minor sentences, sentence fragments.	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Punctuation	Accurate use of full stops and increasingly accurate use of commas in lists, the demarcation of clauses and parentheticals. Possessive apostrophes generally accurate.	Errors or omission may be due to inconsistent proofreading, or imprecise understanding of rules for use of e.g. commas to demarcate clauses or possessive apostrophes.		Provide opportunities for students to assess their understanding of specific punctuation rules and seek clarification, either with teacher support or through independent research and feedback.		plan, draft, edit and proof-read through: - paying attention to accurate grammar, punctuation and spelling	revise, edit and proof-read through: - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Punctuation	Accurately supports meaning with only occasional errors. Occasional use of semicolon creates a 'dramatic pause' but is not used between clauses 'we watched the (overlapping line of) dawn'; three dots ellipsis is used at the end of a sentence which is not a cliffhanger.	Experiments with punctuation may be in transition stage, not yet secure or consistently effective e.g. use of semicolon creates a 'dramatic pause' but is not used between clauses 'we watched the (overlapping line of) dawn'; three dots ellipsis is used at the end of a sentence which is not a cliffhanger.		Investigate sentence variety and punctuation in a range of fiction or poetry texts. Consider which rules are consistent and which seem more flexible and link to effect on meaning and sentence rhythm. Deliberately imitate effects e.g. using start of 'Black House' as a model.	Teach use of comma for emphasis e.g. before but to stress contrast or after adverb that opens a sentence.	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (WV)	WV: Range and appropriacy	Increasing use, and more careful choices, of lexical words (nouns, adjectives, adverbs, main verbs), sometimes to achieve specific effect, eg emotive language to heighten drama, consistently appropriate to purpose, register and audience. Developing use of figurative language, including metaphor.	May over-rely on relative clauses to add detail and information, leading to repetition.	May not vary word order sufficiently e.g. by sometimes placing adjectives after the noun or by using fronted adverbials.	Learn how to create greater degrees of abstraction in specific contexts e.g. through abstract nouns or word inversion in fiction: not 'It grew dark all around us' but 'All around us the darkness grew'; through some use of passive constructions in argument: 'It could be argued that'; it might be true that'.	Draw attention to use of emotive language in a range of texts and experiment with use in different contexts e.g. with emotive verbs: 'imprisoned, humiliated, despairing.'	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (WV)	WV: Range and appropriacy	Increased use of vocabulary deliberately chosen to achieve specific effect, consistently appropriate to purpose, audience and register, eg standard English in formal writing, characterisation through non-standard forms in dialogue.	May be lapses in formality e.g. where more appropriate vocabulary is not available in working memory. Putting young people in a prison environment makes them more likely to do more crime because they learn about it from the harder jobs.	May be more reliant on simile than metaphor or not appreciate the frequency with which metaphorical language is used in different kinds of texts.	Extend use of abstract nouns in range of contexts e.g. 'Some people hammer out the point that...'. 'We were showered with dust' and link to mobility of word classes.	Draw attention to examples of emotive language in a range of texts and experiment with use in different contexts e.g. with emotive verbs: 'imprisoned, humiliated, despairing.'	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (WV)	WV: Modification	A range of adjectives and adverbs are carefully selected to expand noun phrases and modify verbs; noun phrases are modified with relative clauses	May not vary word order sufficiently e.g. by sometimes placing adjectives after the noun or by using fronted adverbials.	May be more reliant on simile than metaphor or not appreciate the frequency with which metaphorical language is used in different kinds of texts.	Learn how to create greater degrees of abstraction in specific contexts e.g. through abstract nouns or word inversion in fiction: not 'It grew dark all around us' but 'All around us the darkness grew'; through some use of passive constructions in argument: 'It could be argued that'; it might be true that'.	Draw attention to examples of emotive language in a range of texts and experiment with use in different contexts e.g. with emotive verbs: 'imprisoned, humiliated, despairing.'	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.1 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Reading for Meaning (RM)	RM: Skills for Reading	Before and during reading: increasingly utilises to box comprehension but monitors understanding while reading, evaluates against expectations gathered before reading, and may re-read to check, reinforce and/or develop understanding. It also to evaluate the significance of unfamiliar language in the context of whole text comprehension and respond accordingly, eg ignoring archaic vocabulary when it does not inhibit overall understanding	Understanding may break down in the face of linguistically challenging texts or those with conflicting or ambiguous ideas; may not re-check known reading strategies to deal with unfamiliar texts.		Provides regular opportunities to practise reading strategies e.g. previewing key vocabulary from text in order to make predictions about content; non-lexical questions that need answering while reading; highlighting sections that need closer reading	Set summary tasks that encourage re-reading and rereading e.g. main ideas reduced to 50 words or 'short' analysis of rhetorical techniques reduced to 4 bullet points.	develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
Reading for Meaning (RM)	RM: Skills for Reading	After reading: Aware of, and consistently evaluates, development of reading skills.	May find it challenging to isolate and evaluate near-identical reading skills.		Provides opportunities for students to identify, evaluate and use specific skills while reading a short, unfamiliar text, using a reading self-evaluation table with column headings as prompts eg what do before I read a text, how I manage less of understanding, copy with unfamiliar words or phrases, etc.	Set summary tasks that encourage re-reading and rereading e.g. main ideas reduced to 50 words or 'short' analysis of rhetorical techniques reduced to 4 bullet points.	develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment	1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1 and 2.1: read and understand a range of non-fiction texts, including whole and unseen texts	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

Reading for Meaning (RfM)	RfM Skills for Reading	Before and during reading. Evaluates breadth of prior knowledge and comprehension before and while reading and may formulate questions and/or identify gaps in knowledge or understanding based on expectation, actively seeking answers in the text.	May lack objectivity as a reader and be unable to make an adequate distinction between own views and those of the writer, especially when the subject matter is contentious or emotive.		Use pre-reading discussion of topics that will be encountered e.g. an article on capital punishment or substance might start with debates in class that sets out the main issues and gathers a range of views with which to compare the writer's perspective.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 18th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading for Meaning (RfM)	RfM Skills for Reading	After reading. Assess or, and consistently evaluate, development of reading skills.	May find it challenging to isolate and evaluate non-automatic reading skills.		Provide opportunities for students to identify, evaluate and note specific skills while reading a short, unfamiliar text, using a reading self-evaluation table with column headings as prompts eg what do before I read a text, how I manage text of understanding, cope with unfamiliar words or phrases, etc.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 18th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Reading Language (RL)	RL: Vocabulary	Responses are becoming more precise and analytical, beginning to explore how the writer's choices achieve their intended effect. Comments identify layers of meaning more consistently, eg connotation, connotation and patterns in vocabulary choice, and consider their impact on the ideas or themes explored in the text.	In more difficult texts e.g. a Shakespeare play or pre-20th century fiction, attention is taken up with decoding meaning of individual words and sentences. Critical comments are more likely to paraphrase the text than interpret effects of word choices.		Provide support for understanding complex texts e.g. a parallel summary or commentary which refers to historical or cultural context as needed.	Provide a grid of linguistic and literary terms with jumbled up examples of their use in a text e.g. Wilfred Owen's poem 'Exposure'. Students match together terms and examples. Provide model statements for a third column on 'impact/effect' that can be matched with terms and examples; ask students to apply others. Use one 'completed line' as notes for a critical paragraph.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and building on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading for Meaning (RfM)	RfM Skills for Reading	Before and during reading. Evaluates breadth of prior knowledge and comprehension before and while reading, evaluates the significance of gaps in knowledge or understanding based on expectation, and consistently questions the text, actively seeking answers to a range of learning questions.	May revert to a less administrative, decoding of text when faced with unfamiliar subject matter or more challenging texts.		Provide opportunities for students to share and collate strategies for tackling challenging texts, eg re-reading, note-taking, annotating paragraphs with summaries, noting a synthesis of the writer's argument/ key points while reading, etc.		Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking that understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 18th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO3 Explore links and connections between texts and the contexts in which they were written.
Writing (WV)	WV: Modification	Detail and description largely achieved through pre- and post-modification, though with more careful selection of nouns or verbs for concision (eg he hurried rather than he ran quickly).	May still be over-reliant on adjectives, adverbs and relative clauses because lacks a wide enough range of lexical verbs and nouns with which to express nuances of meaning or create emphasis.		Draw attention to examples of unmodified nouns or verbs chosen for precision or impact, eg emotive verbs in an argument about noise: 'imprisoned...', 'humiliated...', 'despaired...'		write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structure in their writing and selecting the appropriate form - planning, drafting, editing and proof-reading through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	1.2 and 2.1.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features, to reflect audience, purpose and context, and using Standard English where appropriate 1.2 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.		
Reading for Meaning (RfM)	RfM: Identifying key points	Key points are summarised and synthesised with some perceptive connections made between them.	May make judgments on a limited body of evidence and not reflect interpretations, especially where contradictions occur.		Present sections of a text one at a time, inviting comments, questions and predictions and reviewing these in light of the subsequent section.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - making critical comparisons across texts write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis: identify the main theme or theme; summarise ideas and information from a single text 2.1.3: summary and synthesis: synthesise from more than one text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	
Reading for Meaning (RfM)	RfM: Identifying key points	Key points are summarised and synthesised with a range of perceptive connections leading to a valid interpretation.	May lack objectivity as a reader and be unable to make an adequate distinction between own views and those of the writer, especially when the subject matter is contentious or emotive.	Not comfortable with the idea of alternative interpretations of a text; may not appreciate that readers bring their own background and experience to bear on the text.	Use pre-reading discussion of topics that will be encountered e.g. an article on capital punishment or substance might start with debates in class that sets out the main issues and gathers a range of views with which to compare the writer's perspective.	Help students devise questions that will probe the writer's intentions, both in choice of subject matter and style of writing e.g. use of rhetorical techniques or figurative language. Decide how many of the questions can be answered using evidence from within the text and how many require additional research e.g. to understand the writer's contemporary culture.	understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - making critical comparisons across texts write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis: identify the main theme or theme; summarise ideas and information from a single text 2.1.3: summary and synthesis: synthesise from more than one text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	
Reading for Meaning (RfM)	RfM: Identifying key points	Key points are summarised and synthesised with a range of perceptive connections which may acknowledge and evaluate alternative, or a range of, interpretations.	In texts where there are multiple competing meanings or narrative perspectives, may struggle to propose the writer's intention or effects on the reader.		Link reading and writing activities in order to extend understanding of the writer's choices and effects e.g. ask students to write an alternative ending that comes to a different conclusion than the original and to evaluate in terms of what is general and what is a text by the change.	Teach higher-order questioning e.g. in reference to Bloom's taxonomy and encourage formulation of own analysis and synthesis questions on texts.	understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - making critical comparisons across texts write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail	1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis: identify the main theme or theme; summarise ideas and information from a single text 2.1.3: summary and synthesis: synthesise from more than one text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	
Reading for Meaning (RfM)	RfM: Inference and deduction	Explores layers of meaning at word level, making connections and identifying patterns of inference, their significance to the whole text and their impact on the reader.	May make judgments on a limited body of evidence and not reflect interpretations, especially where contradictions occur.		Present sections of a text one at a time, inviting comments, questions and predictions and reviewing these in light of the subsequent section.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading for Meaning (RfM)	RfM: Inference and deduction	Frequently considers layers of meaning at word level, making connections and identifying patterns of inference, their significance to the whole text and their impact on the reader.	Not comfortable with the idea of alternative interpretations of a text; may not appreciate that readers bring their own background and experience to bear on the text.		Help students devise questions that will probe the writer's intentions, both in choice of subject matter and style of writing e.g. use of rhetorical techniques or figurative language. Decide how many of the questions can be answered using evidence from within the text and how many require additional research e.g. to understand the writer's contemporary culture.		understand increasingly challenging texts through: - making inferences and referring to evidence in the text read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence, support a point of view by referring to evidence within the text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact; use linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	

Writing design (WD)	WD: Planning	Ideas gathered, rejected, selected and sequenced in a logical and coherent progression to support reader	May be loathe to experiment or take risks; may have limited notions of what counts as a successful outcome, e.g. valuing clarity of ideas above stylistic interest.	4/6/6+	Model choice of unusual viewpoint in fiction task or unexpected angle in argument and show how to develop through the text.	Encourage extended spoken responses which clarify and clarify ideas as a prelude to writing.	Write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	Write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, using Standard English where appropriate	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms; use language imaginatively and creatively	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Planning takes into consideration a range of language features appropriate to purpose at word and sentence level, with some consideration of its impact on the reader	May lack awareness of how different types and lengths of paragraphs can be used for emphasis and interest of a non-essence paragraph signifying a change of direction in argument or a moment of dramatic tension in narrative.	4/6/6+	Develop independent criteria for evaluating writing that focus on linguistic choices as well as content/ideas. Use to annotate own writing to clarify intended impact on reader.	Use good examples of hybrid text types to enable students to identify the effects of combining and overlapping genres e.g. combining factual information and personal anecdote in travel writing.	Write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	Write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, using Standard English where appropriate	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms; use language imaginatively and creatively	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Clarity and accuracy	Consistently accurate expression with only occasional lapses; may deliberately vary register for effect, eg to create humour	May be loathe to experiment or take risks; may have limited notions of what counts as a successful outcome, e.g. valuing clarity of ideas above stylistic interest.	4/6/6+	Opens up, successfully establish genre conventions and relationship with reader but closure may be less successful and lack variety e.g. limited to summing up main ideas or repeating opening	Develop independent criteria for evaluating writing that focus on linguistic choices as well as content/ideas. Use to annotate own writing to clarify intended impact on reader.	Learn to annotate own writing to clarify intended impact on reader and evaluate effectiveness.	Build a portfolio of 'special effects' in punctuation from a range of authentic text models.	plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Generally accurate spelling with occasional errors	May not have proof-reading fully embedded as a key element of the writing process, or may lack a range of strategies for ensuring thoroughness.	4/6/6+	Model strategies for effective proof-reading, eg proof-reading first for clarity, then spelling, then punctuation; reading backwards; checking known and frequent errors eg verb/noun, their/there/they're etc.				plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Consistently reviews and revises sentence structure to improve the text for its intended reader and purpose after drafting	May not know how to exploit sentence patterning and punctuation for rhetorical effect e.g. by combining techniques such as tricola, rhetorical questions and minor sentences.	4/6/6+	Learn to annotate own writing to clarify intended impact on reader and evaluate effectiveness.				plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Consistently and frequently re-reads to review and revise vocabulary and sentence structure for clarity and precision while drafting	Opens up, successfully establish genre conventions and relationship with reader but closure may be less successful and lack variety e.g. limited to summing up main ideas or repeating opening	4/6/6+	Model choice of unusual viewpoint in fiction task or unexpected angle in argument and show how to develop through the text.	Learn to reproduce a more complex text type after analysing through reading.	Learn to annotate own writing to clarify intended impact on reader and evaluate effectiveness.	Use good examples of hybrid text types to enable students to identify the effects of combining and overlapping genres e.g. combining factual information and personal anecdote in travel writing.	plan, draft, edit and proof-read through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Ideas are often organised, and the features of form and purpose selected, with more awareness of the reader and their likely response; may be manipulated with some sophistication, eg non-chronological narrative to create a cliffhanger; opening an argument with an uncontentious or unarguable point	May be more concerned with ensuring clarity of ideas and their logical progression at the expense of experimenting with organisation and sequencing of material to create a cliffhanger; opening an argument with an uncontentious or unarguable point	4/6/6+	Separate the first and last sentences from each paragraph in a text and ask students to reconstruct the whole. Discuss decisions, highlighting impact of sequence of material across the whole text and the nature of the links between paragraphs.				write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, using Standard English where appropriate	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	A range of cohesive devices are used to link paragraphs with some fluency, eg pronouns for anaphoric and cataphoric reference.	Internal paragraph structure can lack fluency and cohesion e.g. formulaic paragraph structures such as RE (give, combine, explainers) used for critical analysis may not develop points sufficiently or link them securely within a well-developed argument.	4/6/6+	Analyse more complex texts to see how ideas are introduced, developed and linked. Colour code the cohesive devices.	Separate the first and last sentences from each paragraph in a text and ask students to reconstruct the whole. Discuss decisions, highlighting impact of sequence of material across the whole text and the nature of the links between paragraphs.	Provide sentences within a paragraph with conjunctions and conjuncts missing. Reconstruct the whole. Discuss decisions, highlighting impact of sequence of material across the whole text and the nature of the links between paragraphs.		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Paragraphs	Some evidence of crafting paragraphs, sequencing sentences within them for effect eg positioning a short sentence at the end of a paragraph to create additional emphasis and/or tension.	A limited range of conjunctions or adverbials, typical of different genres, limits cohesion and increases tendency to repetition.	4/6/6+	Teach a wider range of conjunctions to secure cohesion within and between sentences, including more unusual or complex ones: neither...nor; not only...but also; and the subordinators since and whilst.				write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing sentences (WS)	WS Sentences	A range of sentence lengths and clause types are selected and structured for effect or emphasis eg fronting key information or inverting subjects for emphasis, delaying key information for tension. Developed simple sentences as well as being used in conveying breadth and depth of meaning as complex, multiple-clause sentences. Beginning to consider informal sentence structures, minor sentences or sentence fragments to manage pace, tone and/or register.	Some students struggle to hear the difference between identical but reworded clauses or to evaluate the effect of clause position on meaning and emphasis.	May not use verb strings, including modal verbs, to express variations in time, mood or tone or to use genre conventions e.g. I have always considered it essential that a good horror film should keep you on the edge of your seat.	May not have sufficient control over sentences and punctuation to be able to manipulate for a specific effect e.g. 'sprouting informal speech patterns for characterisation through dialogue; using minor sentences to create informal tone e.g. in magazine articles aimed at teenagers.	Develop students' awareness of the variety of sentence structures and their effect through explicit instruction and evaluation of writing tasks. Use as an opportunity to reinforce understanding of how to form clause structures that create variety.	Explicitly teach a range of rhetorical sentence structures e.g. anastrophe, anaphora etc.	Explore effects of positioning place adverbials at the start of a sentence e.g. in fiction to foreground the setting: 'Between the sand and...'; 'In a much quieter corner...'; introduce less common time adverbials e.g. 'The time had come'; 'As the day progressed'.	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form pln, draft, edit and proof-read through: <ul style="list-style-type: none"> amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS Punctuation	A broader range of punctuation is used to support meaning, including colons and semi colons, and for stylistic effect, eg parenthetical dashes to isolate and/or emphasise an insertion.	May not have sufficient control over sentences and punctuation to be able to manipulate for a specific effect e.g. reproducing informal speech patterns for characterisation through dialogue; using minor sentences to create informal tone e.g. in magazine articles aimed at teenagers.	Use exemplar texts to model, explore and replicate the impact of a range of punctuation used to clarify meaning and for effect.				pln, draft, edit and proof-read through: <ul style="list-style-type: none"> paying attention to accurate grammar, punctuation and spelling 	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text. 1.2 and 2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (VV)	VV: Range and appropriacy	A broad vocabulary is frequently selected for clarity, concision and precision, and often for rhetorical effect, with some consideration for implication and connotation to achieve purpose and intention. Increasing use of abstract nouns. Effective use of figurative language.	May not have a wide enough vocabulary to be able to sustain intended effects, viewpoint or tone across a text.	Choices may not be precise enough to create subtle nuances of meaning or reinforce point of view.	Explore effects of greater use of abstract nouns e.g. to reflect a higher degree of distance in the narrative voice: 'Anger flushed her face' rather than 'She was angry', or for concision in argument e.g. 'Prejudice on the basis of skin colour has no place in our society'.	Explore lexical choices that carry a weight of cultural connotations or are capable of alternative interpretations e.g. 'cheap' as inexpensive, or good value, or alternatively as value-less, poor quality or lacking moral.	Change specific words in a text e.g. a poem, in order to change to mood or tone.	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar and text structure to their writing and selecting the appropriate form pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: create emotional impact, use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing vocabulary (VV)	VV: Modification	Modification is selected with some care to achieve clarity and detail. Increasingly sophisticated modification eg use of adverbial clauses, nouns modifying other nouns, etc.	May not have a wide enough vocabulary to be able to sustain intended effects, viewpoint or tone across a text.	May not adjust or exploit the use of modification to suit the conventions of different text types e.g. use of relative clauses as concise way of including information in report writing; predominance of nouns modifying other nouns in formal argument writing e.g. 'the abolition of capital punishment'; 'Shakespeare's use of humour'.	Explore effects of greater use of abstract nouns e.g. to reflect a higher degree of distance in the narrative voice: 'Anger flushed her face' rather than 'She was angry', or for concision in argument e.g. 'Prejudice on the basis of skin colour has no place in our society'.	Explore lexical choices that carry a weight of cultural connotations or are capable of alternative interpretations e.g. 'cheap' as inexpensive, or good value, or alternatively as value-less, poor quality or lacking moral.	Teach higher-order questioning e.g. in reference to Bloom's taxonomy and encourage formulation of open analysis and synthesis questions on texts.	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar and text structure to their writing and selecting the appropriate form pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate pln, draft, edit and proof-read through: <ul style="list-style-type: none"> restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO2 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Reading (RR)	RR: Inference and deduction	Consistently considers layers of meaning at word level, making perceptive connections and identifying patterns of inference, their significance to the whole text and their impact on the reader.	It sees where there are multiple competing meanings or narrative perspectives, may struggle to prepare the writer's intention or effects on the reader.	Link reading and writing activities in order to extend understanding of the writer's choices and effects e.g. ask students to write an alternative ending that comes to a different conclusion than the original and to evaluate in terms of what is gained and what is lost by the change.	Teach higher-order questioning e.g. in reference to Bloom's taxonomy and encourage formulation of open analysis and synthesis questions on texts.	understand increasingly challenging texts through: <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	understand and critically evaluate texts through: <ul style="list-style-type: none"> drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation discussing between statements that are supported by evidence and those that are not; identifying bias and misuse of evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.			
Reading Evaluation (RE)	RE: Purpose and intention	Clear analysis of the writer's likely purpose and intention and how it is achieved. Explores the writer's use of fact and opinion to manipulate the reader's response, eg commenting on the selection of evidence to support an argument.	May not adequately detect irony, satire or humour, especially in older texts e.g. Dickens, Austen or Shakespeare where these depend on cultural or social references that are no longer current.	Use a strong visual metaphor such as an iceberg or concentric circles to model how to provide layers of analysis, moving from the particular to increasingly wider contexts.	Provides opportunities for students to work in groups on a single, hand-picked quotation or textual feature, gathering to brood a range of comments as possible on sentence structure, punctuation, vocabulary choice, etc. Ask students to use all relevant and valid comments to create a model paragraph of analysis.	understand increasingly challenging texts through: <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	understand and critically evaluate texts through: <ul style="list-style-type: none"> drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation discussing between statements that are supported by evidence and those that are not; identifying bias and misuse of evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.			
Reading Evaluation (RE)	RE: Purpose and intention	Increasingly developed analysis of the writer's likely purpose and intention and how it is achieved. Beginning to explore the writer's use of fact and opinion to manipulate the reader's response, eg commenting on the presentation of evidence to support an argument.	In longer, dense or complex texts, may struggle to separate main points from supporting detail or to know which key words and phrases they should select for closer analysis.	Use a short text to model the process of selecting key words and phrases from which to illustrate a specific question or statement, focusing on reasons for this choice rather than others. Ask students to follow the same process on another section of text, comparing their selection of key questions with others' and justifying choices.	Provides opportunities for students to work in groups on a single, hand-picked quotation or textual feature, gathering to brood a range of comments as possible on sentence structure, punctuation, vocabulary choice, etc. Ask students to use all relevant and valid comments to create a model paragraph of analysis.	understand increasingly challenging texts through: <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	understand and critically evaluate texts through: <ul style="list-style-type: none"> drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation discussing between statements that are supported by evidence and those that are not; identifying bias and misuse of evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.			
Reading Evaluation (RE)	RE: Purpose and intention	Developed analysis of the writer's likely purpose and intention and how it is achieved. Explores the writer's use of fact and opinion to manipulate the reader's response, eg where the writer has presented opinion as fact.	In more prosaic texts, may struggle to develop analysis beyond identifying a connection between the writer's choices and intention.	Provide opportunities for students to work in groups on a single, hand-picked quotation or textual feature, gathering to brood a range of comments as possible on sentence structure, punctuation, vocabulary choice, etc. Ask students to use all relevant and valid comments to create a model paragraph of analysis.	Provides opportunities for students to work in groups on a single, hand-picked quotation or textual feature, gathering to brood a range of comments as possible on sentence structure, punctuation, vocabulary choice, etc. Ask students to use all relevant and valid comments to create a model paragraph of analysis.	understand increasingly challenging texts through: <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	understand and critically evaluate texts through: <ul style="list-style-type: none"> drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation discussing between statements that are supported by evidence and those that are not; identifying bias and misuse of evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.			
Reading Evaluation (RE)	RE: Critical Response	Analytical critical thinking clearly supports fluent expression and exploration of a personal response to the text. Careful evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness. Use of literary and linguistic terminology is appropriate and increasingly integrated.	Can lack confidence in 'reading beyond the text', especially where own views conflict with those of the writer; may not know how to refer to this clash or challenge dominant messages.	Build a bank of critical questions with which to interrogate texts and a range of questioning techniques to encourage exploration and hot seating or role play to explore characters' motivations; dialogic discussion that encourages students to build on each other's views and reactions.	Provides opportunities for students to work in groups on a single, hand-picked quotation or textual feature, gathering to brood a range of comments as possible on sentence structure, punctuation, vocabulary choice, etc. Ask students to use all relevant and valid comments to create a model paragraph of analysis.	understand increasingly challenging texts through: <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	understand and critically evaluate texts through: <ul style="list-style-type: none"> drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation discussing between statements that are supported by evidence and those that are not; identifying bias and misuse of evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.			
Reading Evaluation (RE)	RE: Critical Response	Analytical critical thinking clearly supports fluent expression and exploration of a personal response to the text. Careful evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness. Use of literary and linguistic terminology is appropriate and increasingly integrated.	In longer, dense or complex texts, may struggle to separate main points from supporting detail or to know which key words and phrases they should select for closer analysis.	Use a short text to model the process of selecting key words and phrases from which to illustrate a specific question or statement, focusing on reasons for this choice rather than others. Ask students to follow the same process on another section of text, comparing their selection of key questions with others' and justifying choices.	Provides opportunities for students to work in groups on a single, hand-picked quotation or textual feature, gathering to brood a range of comments as possible on sentence structure, punctuation, vocabulary choice, etc. Ask students to use all relevant and valid comments to create a model paragraph of analysis.	understand increasingly challenging texts through: <ul style="list-style-type: none"> knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically through: <ul style="list-style-type: none"> knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	understand and critically evaluate texts through: <ul style="list-style-type: none"> drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation discussing between statements that are supported by evidence and those that are not; identifying bias and misuse of evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	1.2 and 2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.2 and 2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anaphora, parallelism)	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.			

Reading Evaluation (RE)	RE: Critical Response	Perceive critical thinking supports confident exploration of a personal response to the text, and a detailed evaluation of the writer's success in achieving their likely intention and/or the text's reliability and usefulness. Appropriate and fully integrated use of literary and linguistic terminology. Beginning to identify multiple readings of texts.	Understands the need to acknowledge alternative interpretations and to provide personal response but may have difficulty in knowing which 'reading' of a text is prioritised.		Use Socratic discussion to build confidence in exploring a text in depth: near circle follows prompts to discuss a text and agree conclusions; outer circle observe then provide possible feedback on the quality of the discussion and suggestions for improving it further; eg. other points that could be covered; further examples that might have been used; terminology that might have sharpened responses etc.	Play 'Yes, but...' - provide a summary argument about a character or theme in a text to which students must supply a counter argument, with textual evidence. The aim is to build a chain of plausible rebuttals.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - reading setting, plot, and characterisation, and the effects of these - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Evaluation (RE)	RE: Comparison	Some simple cross-referencing between texts identifies broad similarities or differences at word, sentence or text level.	May not recognise that comparison involves a consideration of both similarities and differences.	Limited awareness of the different features of a text that can be compared. More likely to focus on content and ideas than features of style.	Play 'Pier' or 'Happy Families' explore a text that makes use of strong patterns and contrasts e.g. 'Ted Hughes' poem 'The Warm and the Cold'. Display a word from the poem and ask students to 'bollock' matching examples e.g. trout + carp + cod or opposites e.g. sweating/breating.		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	2.1.5: compare texts: compare two or more texts critically with respect to [1.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Comparison	Makes limited comment on similar or contrasting choices at word, sentence or text level in two or more texts.	Can find it difficult to structure critical responses to texts, especially when comparisons are called for. Finds it hard to know which features to single out and prioritise; likely to 'work through' a text, making comments as they go.		Display two different examples of the same text form side by side. Model annotations of the texts in response to a discussion question e.g. 'what is similar about the way these two texts are written?' or 'Are their ideas organised in a similar way?' Ask another discussion question for students to answer through annotation e.g. 'What is the purpose of the last paragraph?' Use annotations as notes from which to write a critical response.		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [1.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Comparison	Makes more developed comments on similar or contrasting choices at word, sentence or text level in two or more texts.	May struggle to locate specific examples to support points, especially in denser text or when comparing texts.		Explicitly teach a hierarchy of questions (e.g. using Bloom's taxonomy) and the kind of answers they generate, from literal factual recall (e.g. who and what) to analysis and evaluation (e.g. how, why, in what ways). Ask students to construct different levels of questions on a text, and use in class, rewarding 'higher level' questions and answers.		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [1.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Context	Contextual factors are explored in some depth, eg highlighting possible differences in the writer's likely intention and the reader's likely response, and to implications or consequences.	Can lack confidence in 'reading beyond the text', especially where own views conflict with those of the writer: may not know how to refer to this in class or challenge dominant messages.	May not adequately detect irony, satire or humour, especially in older texts e.g. Dickens, Austen or Shakespeare where these depend on cultural or social reference that are no longer current.	Use a strong visual metaphor such as an iceberg or concrete: circle model how to provide layers of reading, moving from the particular to cultural or social reference that are no longer current.		understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Context	Contextual factors are explored in greater depth, eg considering why and how the reader's likely response differs from that which the writer may have intended.	Not comfortable with the idea of alternative interpretations of a text; may not appreciate that readers bring their own background and experience to bear on the text.		Help students derive questions that will probe the writer's intentions, both in choice of subject matter and style of writing e.g. use of rhetorical techniques or figurative language. Decide how many of the questions can be answered using evidence from within the text and how many require additional research e.g. to understand the writer's contemporary values.		understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Context	Frequently shows developing awareness and analysis of contextual factors, eg comparing a personal response with that of contemporary readers, exploring any differences.	May lack the confidence or contextual knowledge to articulate possible readings to contemporary readers.		Invite students to suggest, and explore, possible responses of a variety of 20th century readers to themes. For example, how might a 20th century seaman, elderly person, religious person and scientist respond differently to the experiments of 'Victor Frankenstein? Which of those views (and viewpoints) do students consider would be closest to a that of Shelley's contemporaries - and why?		understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing, including social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading: recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Comparison	Beginning to make more developed comparisons of writers' choices and their impact/effect at word, sentence or text level in two or more texts.	Comparisons may not be well balanced; eg more attention is given to one text or comments may focus on a narrow range of features.		Provide a framework for talking and writing about texts that encourages both an overview and a close focus e.g. SPOT (Subject, Purpose, Organisation, Technique/language features)		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [1.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Comparison	Makes increasingly developed and specific comparisons of writers' choices and their impact/effect at word, sentence or text level in two or more texts.	Insecure comparative skills may hinder articulation of similarities and differences in texts.		Use connecting words as prompts for discussion e.g. printed on cards that students can hold up when they spot a connection between ideas or features of language in texts both, similarly, like, unlike, whereas, in contrast.		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [1.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Evaluation (RE)	RE: Comparison	Confident comparison of the writers' choices at word, sentence or text level in two or more texts prompts analysis beyond simple similarities or differences.			May struggle to structure written comparison to allow effective, analytical comparison and so move beyond simple similarities and differences.		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [1.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Explore links and connections between texts. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading Whole Text (RT)	RT: Structure and organisation	Increasingly confident analysis which suggests awareness of the impact of whole text structure, organisation of ideas, and structural patterns on the writer's likely intention, and their effect on the reader, eg repetition, echoing openings in conclusions, etc.	May know a limited range of ways in which writers shape and organise ideas across a text, or struggle to recognise and describe structural patterns.	May not have sufficient linguistic knowledge or terminology to pinpoint cohesive techniques precisely or to suggest how the language feature enhances the writing.	Explicitly teach a wider range of patterns used by authors to organise ideas, e.g. moving from the particular to the general, outlining a hypothesis/claim, then focusing on the reality, asking and answering a series of questions. Use diagrams or colour coding to highlight these patterns in text examples.	Give pairs of students a text to cut up into 5 or 6 sections for another pair to reconstruct. Ask them to record the criteria they used to decide where to divide the text and to compare these with the criteria the other pair used when reconstructing the text.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Whole Text (RT)	RT: Structure and organisation	Responses to the writer's organisation and structural choices are confident and increasingly developed, focusing on their contribution to the writer's likely intention and their impact on the reader.			May find it difficult to hold the structure of a whole text in mind, for example the way themes, plot or characters are developed across a lengthy text.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - reading setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Whole Text (RT)	RT: Structure and organisation	Responses to the writer's organisation and structural choices are confident and perceptions, analysing in some depth a variety of ways in which the writer has manipulated the text's structure to realise their likely intention and on specific effects achieved at particular points in the text and in the text as a whole, eg exploring the intention and impact of the writer's positioning of an anecdote or rebuttal in an argumentative text.			In critical analysis, especially in timed-written responses, can struggle to balance general comments about organisation of ideas and content with 'close focus' comments on cohesive devices at specific points in the text.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Sentences, paragraphs and punctuation	Increasingly confident analysis which suggests awareness of the impact of sequencing of clauses within sentences and sentences within paragraphs; of patterns of sentence and paragraph use, and structural patterns within sentences, eg triple structures, repetition, use of non-finite verbs, etc, and their impact on the reader			Can have difficulty in identifying more subtle nuances of meaning or features of language that create a specific tone, mood or atmosphere. May lack a vocabulary with which to pinpoint one e.g. beyond 'sad', 'happy' etc.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Sentences, paragraphs and punctuation	Responses to the writer's paragraph, sentence and punctuation choices are confident and increasingly developed, focusing on the implication and intention of a range of choices in contributing to creating tone and meaning, supporting the implications and intentions of the text as a whole, eg the use of minor sentences, dashes and ellipsis to create an informal conversational tone.			May not appreciate the layers of meaning created through imagery or symbolism, especially where these carry cultural meanings that may have changed over time.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - making the effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.

Reading Language (RL)	RL: Sentence paragraphs and punctuation	Confident responses to the writer's paragraph, sentence and punctuation choices show increasing depth of analysis, considering a broad range of implications, eg how pace and tone are manipulated to support purpose and viewpoint.	May find it difficult to consider a range of alternative interpretations e.g. how imagery can evoke different responses from different readers.	May find it difficult to consider a range of alternative interpretations e.g. how imagery can evoke different responses from different readers.	Ask students to track their 'first impressions' of a writer's vocabulary choices as they read a text e.g. by using comments or questions in a column next to a print version, by annotating as they read or by recording 'think aloud' responses. Compare responses in pairs or larger groups in terms of what was singled out and the variety of ideas triggered by particular words or images.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and building on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Vocabulary	Increasingly confident analysis which can move with some fluency between word, sentence and text level to identify common strands in the writer's vocabulary choices and intentions, and their impact on the reader, eg use of thematically linked imagery, at different points in a text.	Vocabulary choices can be misinterpreted by not being firmly enough linked to the context in which they are used by the writer.		Analyse how a writer uses language to create a particular mood, atmosphere and tone, e.g. the dull monotony and uniformity suggested in the opening paragraph of Orwell's <i>Nineteen Eighty-Four</i> , pinpointing choices that are crucial to this effect. Substitute these with choices that will create a completely different effect, e.g. a colourful, lively scene.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Reading Language (RL)	RL: Vocabulary	Responses to vocabulary are confident and increasingly developed, focusing on the implication and intention of specific choices in creating tone and meaning, supporting the implications and intentions of the text as a whole, eg formal language to create an authoritative tone.	May not appreciate the layers of meaning created through imagery or symbols, especially where these carry cultural meanings that may have changed over time.		Select a key speech from a play e.g. Lady Macbeth's 'screw me up like a turnip' and place in near circle on a chart. Use successive outer circles to build responses, asking students to note how they react to the speech, how other characters in the play might react (e.g. King Duncan, Macbeth, Lady Macbeth), how the audience in Shakespeare's own time might have reacted.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Writing design (WD)	WD: Planning	A range of language features, appropriate to purpose at word and sentence level, are gathered, selected, sequenced and shaped with some fluency supporting purpose and intention, eg selection and manipulation of fact and opinion in argument to control reader response	May lack sufficiently wide or sophisticated range of discursive markers e.g. to highlight distinct steps in an argument or maximise use of contrast or examples.	May lack confidence in 'breaking rules' e.g. mixing tenses in narrative, using highly figurative language in a non-fiction text, addressing the reader directly.	Confident control of sentences may not be sufficient to fully manipulate sentence patterns for rhetorical effect.	Experiment with choice and positioning of phrases and clauses within sentences, noting effects on textual rhythm and emphasis of meaning		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	Write accurately, fluently, effectively and at length for pleasure and information through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Miss gathered, rejected, selected, sequenced and shaped with some fluency supporting purpose and intention, eg selection and manipulation of fact and opinion in argument to control reader response	May not fully exploit rhetorical choices for persuasive effect e.g. contrast of emotive language in emphasising why school uniforms should be abolished or how exams cause stress to students; explain full range of punctuation to reinforce effects.	May lack confidence in 'breaking rules' e.g. mixing tenses in narrative, using highly figurative language in a non-fiction text, addressing the reader directly.	Model a wider range of hybrid texts that mix conventions for effect e.g. elements of explanation, instruction and discussion in an article on mobile phones for a teenage magazine.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	Write accurately, fluently, effectively and at length for pleasure and information through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Varied language choices are considered and planned at specific points in the text to support purpose and intention, eg short sentences to summarise or emphasise key ideas	May not fully understand how to create different narrative voices or perspectives or how to fully adapt style and vocabulary matched to different viewpoints, audiences and purposes.		Explore issues and narrative events from different perspectives to determine most effective choice; rewrite sections of model texts, deliberately varying sentence structures, word choices and lexis to create new discursive voices. Discuss the different effects on the reader.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	Write accurately, fluently, effectively and at length for pleasure and information through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Planning	Miss gathered, rejected, selected, sequenced and shaped to make a significant contribution to purpose and intention for the intended audience	May not give enough consideration to selecting or shaping ideas for the prescribed audience, reworking instead to selecting ideas to appeal to the actual audience of peers, teacher, examiner etc.		Encourage and provide opportunities for peer-evaluation of planning; asking peers to role-play the intended audience: how would they respond to the selection of ideas?			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	Write accurately, fluently, effectively and at length for pleasure and information through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, using information provided by others to write in different forms; use language imaginatively and creatively 1.2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Clarity and accuracy	Consistently accurate expression with few lapses, deliberately manipulating reader response through choice of tone and register	May lack sufficiently wide or sophisticated range of discursive markers e.g. to highlight distinct steps in an argument or maximise use of contrast or examples.	May lack confidence in 'breaking rules' e.g. mixing tenses in narrative, using highly figurative language in a non-fiction text, addressing the reader directly.	Learn how to use exaggeration to arrest attention or for comic effect e.g. overuse of emotive language in emphasising why school uniforms should be abolished or how exams cause stress to students; explain full range of punctuation to reinforce effects.			plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Reading Language (RL)	RL: Vocabulary	Confident responses to vocabulary show increasing depth of analysis, considering a broad range of implications, eg in creating meaning and tone and supporting purpose and viewpoint; may consider possible responses of other readers to vocabulary choices.	May find it difficult to consider a range of alternative interpretations e.g. how imagery can evoke different responses from different readers.		Ask students to track their 'first impressions' of a writer's vocabulary choices as they read a text e.g. by using comments or questions in a column next to a print version, by annotating as they read or by recording 'think aloud' responses. Compare responses in pairs or larger groups in terms of what was singled out and the variety of ideas triggered by particular words or images.			read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - consolidating and building on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Writing design (WD)	WD: Clarity and accuracy	Largely accurate spelling with few errors	May not have proof-read fully embedded as a key element of the writing process, or may lack a range of strategies for ensuring its thoroughness.		Model strategies for effective proof-reading, eg proof-reading first for clarity, then spelling, then punctuation, reading backwards, checking boxes and frequent errors eg punctuation, their/there/they're etc.			plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing design (WD)	WD: Clarity and accuracy	Consistently accurate expression with few lapses, deliberately manipulating reader response through skilful establishing of, and subtle variation in, tone and register.	May not fully understand how high level qualitative criteria mean e.g. 'original discursive personal voice'.		Learn a wider range of methods for opening and ending non-fiction texts and fictional narratives (action, dialogue, description, flashback, twist or moral) and so on linked to narrative voice and perspective. Model how to create the difference between the perspective of the narrator and a range of other voices e.g. through distinctive patterns of speech in dialogue.			plan, draft, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling - consolidating and building on their knowledge of grammar and vocabulary through: - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	

Writing design (WD)	WD: Clarity and accuracy	Largely accurate spelling with rare errors	May not have proof-reading fully embedded as a key element of the writing process, or may lack a range of strategies for ensuring thoroughness.		Model strategies for effective proof-reading, eg proof-reading first for clarity, then spelling, then punctuation; reading backwards, checking known and frequent errors eg typos, their/there/they're etc.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Consistently and frequently re-reads to review and revise vocabulary and sentence structure for clarity and precision, with some consideration of effect, while drafting	Confident control of sentences may not be sufficient to fully manipulate sentence patterns for rhetorical effect.		Experiment with choice and positioning of phrases and clauses within sentences, noting effects on textual rhythm and emphasis of meaning		plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Beginning to reconsider, at a whole text level, how successfully structure, sentence and vocabulary choices have achieved intention and purpose for the intended audience, and revise accordingly	May not fully exploit rhetorical choices for structural organisation matched to task and impact on reader e.g. starting text with a question which is answered at the end.		Model a wider range of hybrid texts that mix conventions for effect e.g. elements of explanation, instruction and discussion in an article on mobile phones for a teenage magazine.		plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Often reconsiders, at a whole text level, how successfully structure, sentence and vocabulary choices have achieved intention and purpose for the intended audience, and makes some significant revisions	May not fully understand how to create different narrative voices or perspectives or how to fully adapt style and vocabulary matched to different viewpoints, audiences and purposes.		Explores issues and narrative events from different viewpoints to determine most effective choice; rewrites sections of model texts, deliberately varying sentence structure, word choices and formality to create two distinct voices. Discusses the different effects on the reader.		plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Consistently and frequently re-reads to review and revise vocabulary and sentence structure for clarity and precision, with some significant revisions to refine effect, while drafting	May not fully understand how to create different narrative voices or perspectives or how to fully adapt style and vocabulary matched to different viewpoints, audiences and purposes.		Explores issues and narrative events from different viewpoints to determine most effective choice; rewrites sections of model texts, deliberately varying sentence structure, word choices and formality to create two distinct voices. Discusses the different effects on the reader.		plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	write accurately, fluently, effectively and at length for pleasure and information through: - selecting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Ideas are consistently organised, and the features of form and purpose selected, suggesting significant awareness of the reader and their likely response; frequently manipulated with some sophistication.	Endings still likely to be least successful feature of texts, especially in timed tasks.		Explores how rhetorical devices are used to reinforce points and make them memorable e.g. in Barack Obama's inaugural speech. Intraise techniques in own writing e.g. repetition of rhetorical questions and one-word answers; 'topping and tailing' of paragraphs with short simple sentences; use of noun/verb phrases in apposition.	Provides key sentences that can be inserted into a text e.g. to heighten drama or emphasise a point of view. Students decide where in text to employ them and justify decisions.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.2.2 and 2.2.2 write for impact: select, organise and emphasise facts, ideas and key points; create emotional impact	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Expresses and explores increasingly complex ideas, coherently and clearly organised and developed within the text to manage the reader's expectations of form and purpose, and the writer's intended response.	May select formulaic, tried-and-tested structures to achieve particular purposes, rather than structuring texts to achieve specific and focused intentions.		Provides opportunities for students to reflect on and explore the impact of structural choices in their peers' writing, emphasising the variety of approaches and levels of success.	Encourage students to 'break the mould', challenging themselves to experiment with non-traditional structural devices, eg a counter-argument as an introduction, a narrative told in reverse, etc.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.2.2 and 2.2.2 write for impact: select, organise and emphasise facts, ideas and key points; create emotional impact	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Cohesion	A wide range of cohesive devices is used to link paragraphs and manage the whole text with some fluency.	May not fully exploit rhetorical choices for structural organisation matched to task and impact on reader e.g. use of one-sentence paragraph to emphasise turning point in narrative or a key conclusion.		Endings still likely to be least successful feature of texts, especially in timed tasks.	Provides key sentences that can be inserted into a text e.g. to heighten drama or emphasise a point of view. Students decide where in text to employ them and justify decisions.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Writing Whole Text (WT)	WT: Cohesion	A wide range of cohesive devices is used to link paragraphs and manage the whole text with considerable fluency.	May lack sufficiently wide or sophisticated range of discourse markers e.g. to highlight distinct steps in an argument or maxima use of contrasts or examples.		In more complex text examples, model use of more sophisticated concepts that can be used alongside However e.g. yet, admittedly, even so, notwithstanding and a wider range of adverbs for more subtle nuance e.g. crucially, undoubtedly.		write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and published scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.2.1 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	

Writing sentences (WS)	WS Paragraphs	Clear evidence of deliberate choice in paragraph length and structure, manipulating sentence order for effect.	May have a limited range of complex text models e.g. hybrid texts which mix styles, on which to draw in own writing	May be unwilling to take risks e.g. using verbless sentences or very short paragraphs in case results are considered inaccurate.		Experiment with sentence expansion and reduction for different purposes and in different genres, noting effects e.g. in establishing the setting in a gothic horror story, the difference between providing layers of descriptive detail built through phrases and clauses and the reduction of detail in one simple sentence designed to shock.		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS Paragraphs	Paragraphs are frequently constructed to make a deliberate and significant contribution to pace, tone and/or register.	May lack the automatic control of sentence types and punctuation that would allow for a range of rhetorical effects, especially when writing in exam conditions.			Experiment with changing the formality of a text by using very short paragraphs in case results are considered inaccurate.		write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis - selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS Sentences	Clear evidence of deliberate choice in sentence length and structure, manipulating clause order for effect. Some intentional, and generally appropriate, use of formal and informal sentence structures, minor sentences or sentence fragments, to create pace, tone and/or register.	May have a limited range of complex text models e.g. hybrid texts which mix styles, on which to draw in own writing	May be unwilling to take risks e.g. using verbless sentences or very short paragraphs in case results are considered inaccurate.		Experiment with sentence expansion and reduction for different purposes and in different genres, noting effects e.g. in establishing the setting in a gothic horror story, the difference between providing layers of descriptive detail built through phrases and clauses and the reduction of detail in one simple sentence designed to shock.		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS Sentences	Sentences are frequently constructed to make a deliberate and significant contribution to pace, tone and/or register. Demonstrates a broader range of sentence construction for rhetorical effect, eg antithesis or anaphora.	May lack the automatic control of sentence types and punctuation that would allow for a range of rhetorical effects, especially when writing in exam conditions.			Experiment with changing the formality of a text by changing its punctuation and sentence length.		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written languages, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS Punctuation	A wide repertoire of punctuation is used, with some lapses in accuracy, to support meaning and create stylistic effects.	May lack awareness of the possibilities of punctuation for effect, considering it a grammatical feature rather than a stylistic choice.			Provides a menu of potentially stylistic punctuation choices, eg dashes to create dramatic pauses, parallel dashes for interjections, ellipses to create tense ellipsis, exclamation marks to imply tone, etc. Ask students to experiment with the writer's punctuation choices in a model text. What effects can students create using (and over-using) additional punctuation?		plan, draft, edit and proof-read through: - paying attention to accurate grammar, punctuation and spelling revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS Punctuation	A wide repertoire of punctuation is used, with occasional lapses in accuracy, to support meaning and create stylistic effects.	May lack the automatic control of sentence types and punctuation that would allow for a range of rhetorical effects, especially when writing in exam conditions.			Experiment with changing the formality of a text by changing its punctuation and sentence length.		plan, draft, edit and proof-read through: - paying attention to accurate grammar, punctuation and spelling revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (VV)	VV Range and appropriacy	A broad and increasingly sophisticated vocabulary is frequently selected for clarity, precision, concision and originality, avoiding cliché. Choices often support purpose and intention, with some manipulation of tone and register, eg informal language to create an informal relationship with the reader; ambitious choices may result in occasional lapses in clarity. Figurative language selected and placed for precise effect.	May not be able to sustain intended effects across a text e.g. maintaining ironic tone or character's distinctive voice through dialogue.	Use of figurative language may be overdone or lack coherence or mixing metaphors.		Use sophisticated text models to explore the cumulative effects of figurative language e.g. linked imagery or symbolism, or the juxtaposition of word choices for emphasis or contrast, and make in own writing.	Explore the sound effects that can be created through particular combinations of words and their links with meaning e.g. choice of harsh consonants in descriptions of warfare, dream-not covered sounds and adjectives to denote a peaceful scene.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.22 and 2.2.2: write for impact: create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (VV)	VV Range and appropriacy	A broad and sophisticated vocabulary is consistently selected for clarity, precision, concision and originality with increasing consideration of its contribution to purpose and intention. Figurative language selected and placed for precise effect with some originality.	May lack confidence in choosing vocabulary that fulfils more than one purpose in a hybrid text e.g. a magazine article for teenagers that informs about healthy eating in a light-hearted entertaining style.			Gather together a wide range of choices from the same lexical field, linked to a specific task e.g. on topic of crime and punishment, and sort in different ways e.g. most to least emotive; most to least unusual.	Explore the use of punctuation to modify meaning of words e.g. inverted commas to signal irony or sarcasm explicitly or to indicate writer's attitude to the word being used. Use children saw him to a complete 'year'.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.22 and 2.2.2: write for impact: create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (VV)	VV Modification	Modification is carefully selected to achieve precise and vivid detail with some consideration of textual rhythm.	May not appreciate or have considered the significance of textual rhythm as a factor in effective texts.			Experiment with modification - its addition, subtraction or revision - in a variety of texts, eg nonsense verse (for example, Jabberwocky) where meaning is secondary to implication and rhythmic speeches (eg the conclusion to John F. Kennedy's inaugural address) where meaning and textual rhythm interact symbolically. Encourage students to read the original and their revised versions aloud for comparison. What impact have they made?		write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, using language imaginatively and creatively 1.22 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parentheses)	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Reading for Meaning (RM)	RM: Skills for Reading	Expectation, monitoring and evaluation of reading and reading skills are fully used and largely automatic.	The challenge of texts where detailed interpretation depends on explicit references, e.g. in order to understand the significance of the supernatural or the concept of language in Macbeth or to recognise intertextual references in media texts.		In complex texts on unfamiliar topics, may struggle to distinguish relevant points.	Support understanding of social, cultural and historical context by pre-teaching significant ideas or concepts that affect interpretation of the text and encourage focused research.	Integrate reading and writing to deepen understanding of craft e.g. ask students to write a prose account of Macbeth's meeting with the witches, using imagery and symbols to convey an atmosphere of foreboding and compare own writing with the original scene. Ask: 'What is good? What is evil?'	Involve students actively in planning activities for their own work on a text, e.g. by asking them to work out the issues to be explored in a text or to devise assignments.	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, poets and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment. understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.1 and 2.1.1: read and understand a range of non-fiction texts, including whole and unseen texts 1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes; reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO4 Show understanding of the relationships between texts and the contexts in which they were written.
Reading for Meaning (RM)	RM: Identifying key points	Key points are summarised and synthesised with a range of persuasive connections leading to an astute and convincing original interpretation.	The challenge of texts where detailed interpretation depends on explicit references, e.g. in order to understand the significance of the supernatural or the concept of language in Macbeth or to recognise intertextual references in media texts.		In complex texts on unfamiliar topics, may struggle to distinguish relevant points.	Support understanding of social, cultural and historical context by pre-teaching significant ideas or concepts that affect interpretation of the text and encourage focused research.	Integrate reading and writing to deepen understanding of craft e.g. ask students to write a prose account of Macbeth's meeting with the witches, using imagery and symbols to convey an atmosphere of foreboding and compare own writing with the original scene. Ask: 'What is good? What is evil?'	Involve students actively in planning activities for their own work on a text, e.g. by asking them to work out the issues to be explored in a text or to devise assignments.	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, poets and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment. understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.2 and 2.1.2: critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.1.3 and 2.1.3: summary and synthesis : identify the main theme or theme; summarise ideas and information from a single text 2.1.3: summary and synthesis : synthesis from more than one text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO3 Explore links and connections between writers' ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading for Meaning (RM)	RM: Inference and deduction	Considers and compares layers of inference at word, sentence and whole text level, drawing significant conclusions.	Especially where connotations of words or images have changed over time, may miss subtle nuances of meaning or not appreciate humour or ironic tone.		In complex texts on unfamiliar topics, may struggle to distinguish relevant points.	Integrate reading and writing to deepen understanding of craft e.g. ask students to write a prose account of Macbeth's meeting with the witches, using imagery and symbols to convey an atmosphere of foreboding and compare own writing with the original scene. Ask: 'What is good? What is evil?'	Involve students actively in planning activities for their own work on a text, e.g. by asking them to work out the issues to be explored in a text or to devise assignments.	Develop an appreciation and love of reading, and read increasingly challenging material independently through: - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, poets and authors. The range will include high-quality works from: - English literature, both pre-1914 and contemporary, including prose, poetry and drama - Shakespeare (two plays) - seminal world literature - choosing and reading books independently for challenge, interest and enjoyment. - re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense	read and appreciate the depth and power of the English literary heritage through: - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: - at least one play by Shakespeare - works from the 19th, 20th and 21st centuries - poetry since 1789, including representative Romantic poetry - re-reading literature and other writing as a basis for making comparisons - choosing and reading books independently for challenge, interest and enjoyment. understand and critically evaluate texts through: - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation - identifying and interpreting themes, ideas and information - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	1.1.2 and 2.1.2: critical reading and comprehension: draw inferences and justify these with evidence; support a point of view by referring to evidence within the text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.	
Writing (WV)	WV: Modification	The use of modification is frequently well-judged to achieve precise and vivid detail with increasing consideration of textual rhythm.	May lack confidence in choosing vocabulary that lifts more than one purpose in a hybrid text e.g. a magazine article for teenagers that informs about reality using a high-level, entertaining style.						write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structures to their writing and selecting the appropriate form, plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	2.1 and 2.2: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, inform, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 2.2 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	
Reading Evaluation (RE)	RE: Critical Response	Highly developed critical thinking supports an independent response to the text and an integral evaluation of the writer's success. Appropriate, fluently integrated use of literary and linguistic terminology. Frequently identifies and is beginning to explore multiple readings of texts.	Understands that a 'perceptive' high-level response might require 'reading against the grain' e.g. to look for subtleties or inconsistencies in arguments or to focus on small details but may not trust own judgements enough to do this with confidence or not know how to balance an overview of ideas and context with a close focus on language features.			Encourage close reading of small details by playing 'odd one out' - ask students to spot word/phrase/sentences that have been seeded into a text and that do not fit with the rest, and to explain their choices.	Provide high-grade responses and ask students to produce a mark scheme that will reward to features. Use their mark scheme to evaluate their own written critical responses.		read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these - understanding how the work of drama is communicated effectively through performance and how alternative staging allows for different interpretations of a play - making critical comparisons across texts consolidate and build on their knowledge of grammar and vocabulary through: - discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Evaluation (RE)	RE: Comparison	Discerning comparison of the writers' choices at word, sentence or text level in two or more texts prompts increasing insightful analysis beyond simple similarities or differences.	May struggle to make close comparisons of the writers' choices at word, sentence or whole text level and explain how they support the writers' likely intentions.			Encourage students to explore texts individually before comparing them. Ask students to identify key patterns in the writers' choices - significant use of similar sentence structures, rhetorical structures, frequent use of emotive language, informal register etc. - then consider their contribution to the writer's intention. In how many different ways can the writers' choices and reasons be compared or contrasted?		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [2.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Show understanding of the relationships between texts and the contexts in which they were written.	
Reading Evaluation (RE)	RE: Context	Shows significant awareness and analysis of contextual factors e.g. exploring different readings of character in the light of differing values and times.	May make broad and sweeping generalisations about contemporary readers' attitudes, e.g. all Victorian readers would be appalled by Curly and Macbeth's relationship.			Challenge students to carry out independent research on contemporary responses to texts.	Encourage students to track responses of contemporary readers at significant points in a pre-20th century text, e.g. night, those highly moralistic Victorian readers who condemn Edward Rochester's attempted bigamy also by typically sentimental Victorians who would pity a blind, crippled man at the end of the novel?		understand increasingly challenging texts through: - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	understand and critically evaluate texts through: - drawing on knowledge of the purpose, audience for and context of the writing and the literary tradition to which it belongs, to inform evaluation make an informed personal response, recognising that other responses to a text are possible and evaluating these	1.1.2 and 2.1.2: critical reading and comprehension: reflect critically and evaluate on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
Reading Evaluation (RE)	RE: Comparison	Detailed comparison of the writers' choices at word, sentence or text level in two or more texts allows perceptive analysis beyond simple similarities or differences.	May be reluctant to incorporate fully developed analyses of a writer's choices if it does not appear immediately relevant to the broader comparison being made.			Use model comparative responses to explore ways in which comparisons can be developed, exploring how two writers can achieve parity (either on different occasions through parity or on similar or different choices.		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [2.1.4]	AO1 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO3 Show understanding of the relationships between texts and the contexts in which they were written.	
Reading (WV)	RT: Structure and organisation	Confident responses to a variety of the writer's organisation and structural choices show increasing depth of analysis, considering a broad range of implications, e.g. exploring the progression and/or position of key ideas within the text in the context of the writer's likely intention.	Establishing how complex or hybrid texts have progressed ideas, especially when writers have established or parodied conventions (e.g. in Jonathan Swift's A Modest Proposal).			Explore how coherence and cohesion are achieved in texts that have unusual or more complex structures e.g. a 'stream of consciousness' prose style, multiple narrators or a multimodal text such as a graphic novel.	Use key structures such as Freytag's pyramid (exposition, rising action, climax, falling action, denouement) to map how events, themes and character development are integrated in a text.	Par texts that are linked by theme and context but structured very differently e.g. Lewis MacNiece's 'Prayer Before Birth' and Fergal Keane's 'Letter to Daniel'. Discuss advantages and disadvantages of presenting ideas in each form. Outline another form and structure that could be used, and try out in own writing.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - recognising a range of poetic conventions and understanding how these have been used - studying setting, plot, and characterisation, and the effects of these	understand and critically evaluate texts through: - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features : analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects. AO3 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects. AO3 Explore links and connections between texts.
Reading Language (RL)	RL: Sentence, paragraphs and punctuation	Responses to the writer's language choices are confident and perceptive, analysing in some depth a variety of ways in which the writer has manipulated both isolated and interacting language features to manipulate the reader's response to a text, e.g. to an idea, character or incident.	May lack confidence in own interpretations and judgements about features of language, especially in complex or multi-layered texts, where there may be a number of competing meanings.			Set up a series of 'language detective' tasks for students to investigate different aspects of the writer's craft and report findings. Include texts from a range of historical periods. Examples include: a comparison of opening paragraphs in fiction texts in order to discover how settings are established or how characters are introduced; the use of traits (words, phrases or sentences in three or more modal verbs for rhetorical effect in a range of political speeches. Students teach each other what they have found out.	Explore the 'typical' words and sentence structures used by characters in dialogue in a play, short story or novel and what these reveal about the character. Use as an opportunity to build students' vocabulary for discussing language e.g. in relation to samples of Inspector Goole's speech in Act 1 of An Inspector Calls, choose the best description from a list: colloquial, formal, cutting, sarcastic, succinct, verbose, authoritative, intimidating, bullying etc.	Ensure students fluently use language structures that enable exploration and interpretation e.g. modal verbs, adverbs for emphasis (e.g. crucially, undoubtedly, supposedly) analogy metaphor (e.g. 'Hamlet is paralysed by indecision'; 'Ophelia is trapped in a web of deceit spun by her self-serving father, Polonius')	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - understanding and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying their effectiveness and impact of the grammatical features of the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Reading Language (RL)	RL: Vocabulary	Responses to the writer's language choices are confident and perceptive, analysing in some depth a variety of ways in which the writer has manipulated both isolated and interacting language features to manipulate the reader's response to a text, e.g. to an idea, character or incident. Likely to consider a number of possible responses of other readers to vocabulary choices.	May lack confidence in own interpretations and judgements about features of language, especially in complex or multi-layered texts, where there may be a number of competing meanings.			Set up a series of 'language detective' tasks for students to investigate different aspects of the writer's craft and report findings. Include texts from a range of historical periods. Examples include: a comparison of opening paragraphs in fiction texts in order to discover how settings are established or how characters are introduced; the use of traits (words, phrases or sentences in three or more modal verbs for rhetorical effect in a range of political speeches. Students teach each other what they have found out.	Explore the 'typical' words and sentence structures used by characters in dialogue in a play, short story or novel and what these reveal about the character. Use as an opportunity to build students' vocabulary for discussing language e.g. in relation to samples of Inspector Goole's speech in Act 1 of An Inspector Calls, choose the best description from a list: colloquial, formal, cutting, sarcastic, succinct, verbose, authoritative, intimidating, bullying etc.	Focus on sound effects and rhythms of words and sentences as well as shade of meaning they convey.	read critically through: - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - consolidating and building on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read	understand and critically evaluate texts through: - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact	1.1.2 and 2.1.2: critical reading and comprehension: recognise the possibility of different responses to a text 1.1.4 and 2.1.4: evaluation of a writer's choice of vocabulary, form, grammatical and structural features : explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives. AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects.	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. AO2 Analyse the language, form and structure used by a writer to create meaning and effects.
Writing design (WD)	WD: Planning	Ideas and language choices gathered, rejected, selected, developed, sequenced and shaped to achieve purpose and intention for the intended audience.	May have limited awareness of complex text models used beyond school contexts or lack experience in adapting style and content for audiences and purposes beyond the classroom e.g. writing a formal letter to editor of national newspaper on matter of national importance.			Feedback may offer other sufficient direction or challenge for further improvement.			write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form, plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form, plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	2.1 and 2.2: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, inform, instruct, give and respond to information, and argue; select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 2.2 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	AO1 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	

Writing design (WD)	WD: Clarity and accuracy	Consistent clarity and precision of written expression, appropriate to intended audience and purpose.	Can equate quality with length or wealth of detail and find it difficult to write with precision and succinctness.			Encourage review of own writing processes and evaluation of effectiveness in a range of contexts e.g. planning, drafting and editing within a strict time or word limit or to comply with guidelines for publication.	Develop use of critical commentary to be precise about effects in own and others' writing.	plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Clarity and accuracy	Consistently accurate spelling with rare careless errors	May not have proof-reading fully embedded as a key element of the writing process, or may lack a range of strategies for ensuring thoroughness.			Model strategies for effective proof-reading, eg proof-reading first for clarity, then spelling, then punctuation, reading backwards, checking known and frequent errors eg two/too, their/there/they're etc.		plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	Frequently reconsiders, at a whole text level, how successfully structure, sentence and vocabulary choices have achieved intention and purpose for the intended audience, and revises accordingly.	May have limited awareness of complex text models used beyond school contexts or lack experience in adapting style and content for audiences and purposes beyond the classroom e.g. writing a formal letter to editor of national newspaper on matter of national importance.	Can equate quality with length or wealth of detail and find it difficult to write with precision and succinctness.		Develop use of critical commentary to be precise about effects in own and others' writing.	Encourage review of own writing processes and evaluation of effectiveness in a range of contexts e.g. planning, drafting and editing within a strict time or word limit or to comply with guidelines for publication.	plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing design (WD)	WD: Drafting, editing and proof-reading	This drafting, consistently and frequently re-reads to review and revise vocabulary and sentence structure for clarity and precision, with a range of significant revisions to refine effectiveness.	Feedback may not offer sufficient direction or revision to improve writing.			Encourage review of own writing processes and evaluation of effectiveness in a range of contexts e.g. planning, drafting and editing within a strict time or word limit or to comply with guidelines for publication.	Analyse complex hybrid texts, including multi-modal texts, and use as models for imitation.	plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling - applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Organisation, Form and Purpose	Complex ideas are accurately and coherently structured to direct the reader's focus and response.	Cohesion may be lost when attempting ambitious or unfamiliar text types or when synthesising complex information.			Cohesion may be lost when attempting ambitious or unfamiliar text types or when synthesising complex information.	Chosen can still be weakest feature, especially in complex hybrid texts.	write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	write accurately, fluently, effectively and at length for pleasure and information through: - adapting their writing for a wide range of purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points: create emotional impact	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing Whole Text (WT)	WT: Cohesion	A wide range of cohesive devices is used to link paragraphs and manage the whole text with near seamless fluency.	Cohesion may be lost when attempting ambitious or unfamiliar text types or when synthesising complex information.			Cohesion may be lost when attempting ambitious or unfamiliar text types or when synthesising complex information.	Named students of the value of reading a complex text aloud - ideally to an audience of one or more - and regard any points at which the reader stumbles as a prompt to explore how cohesion could be improved.	plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Paragraphs	Consistently deliberate and appropriate choices of paragraph lengths and structures to control pace, tone and/or register.	May struggle to sustain intended effects across the whole text e.g. endings are not as crafted as openings.			May miss opportunities to exploit variation in textual rhythms e.g. by alternating richly detailed and spare sentences in a narrative, or by emphasising important points using fronted adverbials.	Experiment with paragraph length and structure with an ear for how textual rhythm can enhance meaning.	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material and supporting ideas and arguments with any necessary factual detail	write accurately, fluently, effectively and at length for pleasure and information through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Sentences	Consistently deliberate and appropriate choices of sentence lengths and structures to control pace, tone and/or register. Multiple clause sentences may be used to express increasingly complex ideas, though not always effectively managed and so clarity can be inconsistent at times.	May struggle to sustain intended effects across the whole text e.g. endings are not as crafted as openings.			May miss opportunities to exploit variation in textual rhythms e.g. by alternating richly detailed and spare sentences in a narrative, or by emphasising important points using fronted adverbials.	Experiment with word order, sentence length and punctuation with an ear for how sentence rhythm enhances meaning e.g. Lakes of fog roll down Peak Hill, wild in hair. Bantushie clouds range over some cold, stone cold waves wind driven. Night is stirring.	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and organising ideas, facts and key points, and citing evidence, details and quotations effectively and pertinently for support and emphasis - summarising and organising material and supporting ideas and arguments with any necessary factual detail	write accurately, fluently, effectively and at length for pleasure and information through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text 1.22 and 2.2.2: write for impact: select, organise and emphasise facts, ideas and key points: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing sentences (WS)	WS: Punctuation	A full range of punctuation is used, with rare lapses where ambitious structures are attempted, to emphasise meaning and create stylistic effects.	May miss opportunities to exploit 'special effects' created through punctuation e.g. signalling or colouring through use of scare quotes, use of semicolon to balance antithetical ideas.			May not fully exploit the power of punctuation to manipulate pace, tone or register e.g. to create an original and engaging narrative voice.	Experiment with different ways of punctuating sentences to create different meanings and emphasis e.g. A woman without her man is nothing.	plan, draft, edit and proof-read through: - paying attention to accurate grammar, punctuation and spelling	revise, edit and proof-read through: - restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences to describe, narrate, explain, instruct, give and respond to information, and argue, select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context, maintaining coherence and consistency across a text	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Writing vocabulary (WV)	WV: Range and appropriacy	A broad and sophisticated range of choices make a significant contribution to purpose and intention, and the skilful manipulation of tone and register. Figurative language selected and placed for precise effect with considerable originality.	May not take sufficient risks with word choices in case intended effects don't quite succeed or are marked as inauthentic e.g. use of non-standard dialect for characterisation in dialogue; use of archaic or rare words.	May use an over-elaborate style e.g. with heavy use of figurative language when a sparser, sparer style might be more appropriate.		Exploit word choices that carry multiple meanings or layers of association; encourage critical analysis of own word choices, with explanations of effectiveness in specific contexts.	Choose and position words with an ear for rhythms that emphasise meaning, reinforcing through punctuation e.g. use of brackets or dashes to create an 'aside'; adverb emphasised through position and sentence type: 'Unbelievably, the plan succeeded'. 'So did the plan succeed? Absolutely.'	Experiment with contrasting stylistic treatments of the same topic or task e.g. elaborate or spare description and note which word choices make the most difference.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: - considering how their writing reflects the audience and purpose for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness consolidate and build on their knowledge of grammar and vocabulary through: - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 1.22 and 2.2.2: write for impact: create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Writing vocabulary (WV)	WV: Modification	Modification is consistently well-judged to achieve precise and vivid detail with some skilful manipulation of textual rhythm, eg applied cumulatively to build layers of description, or withheld to maintain pace	Can equate quality with length or wealth of detail and find it difficult to write with precision and succinctness.	May use an over-elaborate style e.g. with heavy use of figurative language when a sparser, sparer style might be more appropriate.		Exploit word choices that carry multiple meanings or layers of association; encourage critical analysis of own word choices, with explanations of effectiveness in specific contexts.	Choose and position words with an ear for rhythms that emphasise meaning, reinforcing through punctuation e.g. use of brackets or dashes to create an 'aside'; adverb emphasised through position and sentence type: 'Unbelievably, the plan succeeded'. 'So did the plan succeed? Absolutely.'	Challenge students to produce two versions of a short text, eg a description, using a wealth of modification in one, and none in the other, with as little loss of meaning as possible.	write accurately, fluently, effectively and at length for pleasure and information through: - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form plan, draft, edit and proof-read through: - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	write accurately, fluently, effectively and at length for pleasure and information through: - selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate revise, edit and proof-read through: - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness	1.21 and 2.2.1: produce clear and coherent text: write accurately and effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively 1.22 and 2.2.2: write for impact: use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parallelism)	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	A04 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. A05 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.
Reading Evaluation (RE)	RE: Comparison	Detailed comparison of the writers' choices at a number of different levels, is synthesised in a perceptive analysis of the relationship between two or more texts.	Comparison skills may not be as fully or freely developed as critical skills when focusing on only one text.			Encourage experimentation in comparison, presenting students with entirely unrelated texts, eg a Wordsworth poem and an informative newspaper article, and challenging them to make a range of valid comparisons, however tenuous		read critically through: - making critical comparisons across texts	understand and critically evaluate texts through: - making critical comparisons, relating to the context, theme, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading	2.1.5: compare texts: compare two or more texts critically with respect to [2.1.4]	A03 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. A04 Show understanding of the relationships between texts and the contexts in which they were written.	A03 Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed. A04 Show understanding of the relationships between texts and the contexts in which they were written.	