

# Skills progression for Reading/Literature/Language Section A

		Year 10-11	
		Year 9	Thoughtfully analyse writers' engagement with contextual ideas.
Year 7	Year 8	Begin to analyse a writer's engagement with relevant contextual ideas.	Choose multiple quotations judiciously.
Make a link to relevant contextual information.	Make specific links to relevant contextual information.	Begin to choose multiple quotations judiciously.	Analyse (why comments) character and plot as methods linked to their 'big idea' planning.
Use quotations or references as evidence.	Use well chosen quotations or references as evidence.	Begin to analyse (why comments) characters as methods.	
Understand that texts have a purpose.	Begin to analyse (why comments) character and plot in relation to the purpose of the text.	Begin to analyse writer's message and intentions.	Analyse writer's message and intentions.
Make inferences about character and plot.	Using a big idea topic sentence, summarise what/who the writer has described, introduced, suggested.	Using big idea planning, summarise what/who the writer has described, introduced, suggested.	Using big idea planning to analyse what a writer has described, introduced, suggested.
Summarise what/who the writer has described/ introduced/ suggested.	Begin to understand the effect of structural techniques (specify which?).	Explain the effect of structural techniques (specify which?).	Analyse the effect of structural techniques (specify which?).
Explain the effect on the reader. <i>This makes the reader imagine/feel...</i>	Explain the effect of specific words or techniques on the reader. <i>The word '_____' has connotations of..</i>	Offer multiple interpretations of the effect of specific words or techniques on the reader. <i>The word '_____' has connotations of..</i>	Examine writers methods and their effects in detail.
Identify a range of language techniques (specify which?)*	Identify a wider range of language techniques (specify which?）**	Begin to explain (why comments) a writers choice of language techniques (specify which?)***	Make links between the cumulative effect of multiple techniques.
			Begin to analyse (why comments) a writers choice of language techniques (specify which?)****

What techniques would we expect them to know?

\*Yr7

\*\*Yr8

\*\*\*Yr9

\*\*\*\*Yr10-11

# Skills progression for Writing/Language Section B

		Year 10-11	
		Craft a wide variety of sentence structures and punctuation accurately and for effect.	
		Craft a clear and convincing sense of voice in their writing.	
		Use the characteristics of specific genres in their writing.	
		Consider the specific text type, audience and purpose of their writing.	
		Plan for and use structural techniques – cyclical structure, flashback, motif etc.	
		Use paragraphs accurately and for effect.	
		Use a wide range of figurative language to create imagery for effect and where appropriate.	
		More consciously craft writing by considering the overall tone created by specific vocabulary and semantic fields.	
		Plan for the order (plot/content) of their writing, the purpose, audience, genre and tone – plan for their stylistic choices.	
		Year 9	
		Use a wider variety of sentence structures and punctuation accurately and for effect.	
		Create a clear sense of voice in their writing.	
		Use the characteristics of specific genres in their writing.	
		Consider the specific audience and purpose of their writing.	
		Start to experiment with structural techniques – cyclical structure, flashback, motif etc.	
		Use paragraphs accurately and, if appropriate, for effect.	
		Use a wider range of figurative language to create imagery.	
		Select vocabulary and consider the overall tone created by specific vocabulary and semantic fields	
		Plan for the order (plot/content) of their writing, the purpose, audience and genre (some language and structural choices).	
		Year 8	
		Use a variety of sentence structures and punctuation accurately and more often for effect.	
		Create a sense of voice in their writing.	
		Begin to use the characteristics of specific genres in their writing.	
		Consider the wider audience and specific purpose of their writing.	
		Use paragraphs accurately and at times for effect.	
		Use some figurative language to create imagery.	
		Up level vocabulary and consider the overall tone created.	
		Plan for the order (plot/content) of their writing and the purpose and audience (some language choices)	
Year 7			
Use a variety of sentence structures and punctuation accurately and occasionally for effect.			
Consider the wider audience and purpose of their writing.			
Use paragraphs accurately to ensure ideas link and flow.			
Begin to use some figurative language to create imagery.			
Up level vocabulary.			
Plan for the order (plot/content) of their writing.			