

### Y7. 1. Persuasive writing.

I can carefully choose vocabulary to manipulate my tone so that it matches the purpose of my writing

I can use a range of punctuation accurately

I can use a range of sentence starters to influence my audience

I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses

I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Write a speech to year 6 students persuading them to join Nunthorpe Academy.**

### Y7. 2. Persuasive Writing

I can create a word bank with at least ten impressive words

I can create a list of different types of punctuation and how to use them accurately

I can create a bank of sentence starters with examples

I can create a list of different sentence types with examples for each

I can produce a template for how to structure my writing

**Assessment: Produce a guide on how to persuade in your writing.**

### Y7. 3. Analysing Extracts

I can understand the difference between explicit and implicit information

I can identify four pieces of explicit information

I can identify four pieces of implicit information

I can select four pieces of information that are true

**Assessment: List four things about the castle and shade four statements that are true.**

### Y7. 4. Analysing Extracts

I can identify language methods in an extract

I can use a PEAL paragraph to explore how and why a language method is used

I can explain the effect of language methods on the reader

I can reinforce my point by using another quote from the text to support my argument

**Assessment: How does the writer use language to describe the Watercress girl?**

### Y7. 5. Novel Study: Private Peaceful

I can identify 4 pieces of explicit information

I can identify language methods in an extract

I can use a PEAL paragraph to explore how and why a language method is used

I can explain the effect of language methods on the reader

**Assessment: Using the extract on pages 23-24, how does the writer present the relationship between Charlie and Tommo as positive?**

### Y7. 6. Novel Study: Private Peaceful

I can identify structural methods in a text (focus, introduction, development, shift, change)

I can identify structural changes in a text (sentence structure, time, events, atmosphere, character)

I can write a PEAL paragraph exploring the changes in structure

I can write a PEAL paragraph explaining how an author has interested the reader through the structure

**Assessment: How has the text been structured to interest you as a reader?**

### Y7. 7. Novel Study: Private Peaceful

I can identify the writer's methods in a text and explain how and why they are used

I can respond to the statement in the question by referring to the writer's methods

I can explain how a narrative perspective is created and the effect it has on the reader

I can respond to a statement using evaluative language

I can reinforce my point by using another quote from the text to support my argument

**Assessment: A student once said that 'I believe Charlie has a problem with authority' To what extent do you agree?**

### Y7. 8. Novel Study – Private Peaceful

I can select a range of key quotes that link to the question

I can identify language methods within the quotes and explain the effects they have upon the reader

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

I can explore the structure of the novel and how a character develops across the whole text

**Assessment: How does Morpurgo present Charlie and Tommo's relationship and the reality of war in the extract and the novel as a whole?**

### Y7. 9. WW1 Poetry

I can identify the language methods a poet uses and explain the impact they have on the reader

I can use PEAL paragraphs to explore 3 different aspects of FAILS

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

**Assessment: How does Rupert Brooke present his views on war in 'The Soldier'?**

### Y7. 10. WW1 Poetry

I can identify the language methods a poet uses and explain the impact they have on the reader

I can use PEAL paragraphs to explore 3 different aspects of FAILS in two poems

I can use connectives to make links between two poems

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

**Assessment: Compare the ways in which Jessie Pope and Wilfred Owen present their attitudes to war.**

### Y7. 11. Greek Mythology: Descriptive Writing

I can carefully choose vocabulary to manipulate the tone of my writing

I can use a range of punctuation accurately

I can use a range of sentence starters to engage my reader

I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses

I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Write a story based on an image.**

### Y7. 12. Greek Mythology: Descriptive Writing

I can create a word bank with at least ten impressive adjectives to describe your creature

I can create a list of different types of punctuation and how to use them accurately

I can create a bank of sentence starters with examples

I can create a list of different sentence types with examples for each

I can produce a template for how to structure my writing

**Assessment: Design a mythical creature and produce a fact file describing your creature.**

### Y8. 1. Novel study: Of Mice and Men

I can identify four pieces of explicit information

I can identify language methods in an extract

I can use a PEAL paragraph to explore how and why a language method is used

I can explain the effects of language methods on the reader

**Assessment: How does Steinbeck use language to present the bunkhouse?**

### Y8. 2. Novel study: Of Mice and Men

I can identify the writer's methods in a text and explain how and why they are used

I can respond to the statement in the question by referring to the writer's methods

I can explain how a narrative perspective is created and the effect it has on the reader

I can respond to a statement using evaluative language

I can reinforce my point by using another quote from the text to support my argument

**Assessment: Having read page 58 and 59, a student said, "I don't like Curley's character." To what extent do you agree?**

### Y8. 3. Novel study: Of Mice and Men

I can identify structural methods in a text (focus, introduction, development, shift, change)

I can identify structural changes in a text (sentence structure, time, events, atmosphere, character)

I can write a PEAL paragraph exploring the changes in structure

I can write a PEAL paragraph explaining how an author has interested the reader through the structure

**Assessment: How has the writer structured the text to interest you as a reader? Extract taken from pages 1-3 Of Mice and Men.**

### Y8. 4. Novel study: Of Mice and Men

I can select a range of key quotes that link to the question

I can identify language methods within the quotes and explain the effects they have upon the reader

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

I can explore the structure of the novel and how a character develops across the whole text

**Assessment: How does Steinbeck present George and Lennie's relationship in the extract and in the novel as a whole?**

### Y8. 5. Writers' viewpoints and perspectives

I can identify the viewpoints and perspectives of both writers in both sources

I can identify the writer's methods in both sources

I can use a PEAL paragraph to explore how the writer conveys a thought, feeling or viewpoint

I can use connectives to make links between the sources

I can reinforce my point by using another quote from the text to support my argument

**Assessment: Compare how the writers present their views on travelling alone.**

### Y8. 6. Descriptive Writing

I can carefully choose vocabulary to manipulate the tone of my writing

I can use a range of punctuation accurately

I can use a range of sentence starters to engage my reader

I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses

I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Write a story based upon a gothic image.**

### Y8. 7. Narrative writing

I can carefully choose vocabulary to manipulate the tone of my writing

I can use a range of punctuation accurately

I can use a range of sentence starters to engage my reader

I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses

I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Write the opening of a story starting with the line 'Suddenly, I found myself alone'.**

### Y8. 8. Play: Stone Cold

I can select a range of key quotes that link to the question

I can identify language methods within the quotes and explain the effects they have upon an audience

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

I can explore the structure of the play and how a character develops across the whole text

**Assessment: How are the characters of Link and Shelter presented through the play?**

### Y8. 9. Play: Stone Cold

I can select 5 key quotes for each character (with a key quote coming from the start and end of the play)

I can explain the role of each character in the play

I can link each character to the context of the play

I can make connections between characters and major themes in the play

I can explore how a character changes throughout the play

**Assessment: Produce a revision guide including character profiles for each character in the play.**

### Y8. 10. Play: Stone Cold

I can select a range of key quotes that link to the question

I can identify language methods within the quotes and explain the effects they have upon an audience

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

I can explore the structure of the play and how a character develops across the whole text

**Assessment: How does the author present the theme of loneliness in the play 'Stone Cold'?**

### Y8. 11. Shakespeare's villains

I can identify the language methods Shakespeare uses and explain the impact they have on an audience

I can use PEAL paragraphs to explore the language used within an extract

I can use PEAL paragraphs to explore the language used elsewhere in the play

I can link my PEAL paragraphs to context where appropriate

I can analyse a quote and provide alternative interpretations

**Assessment: How does Shakespeare use language to present villainous characters?**

### Y8. 12. Shakespeare's villains

I can carefully choose vocabulary to manipulate my tone so that it matches the purpose of my writing

I can use a range of punctuation accurately

I can use a range of sentence starters to influence my audience

I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses

I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Produce a dramatic monologue as a villainous character in a play.**

**Y9. 1. Language: Paper 1, Question 5**

I can carefully choose vocabulary to manipulate the tone of my writing  
I can use a range of punctuation accurately  
I can use a range of sentence starters to engage my reader  
I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses  
I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Write a story inspired by an image.**

**Y9. 2. Language: Paper 1 Question 5**

I can create a word bank with at least 10 impressive words  
I can create a list of different types of punctuation and how to use them accurately  
I can create a bank of sentence starters with examples  
I can create a list of different sentence types with examples for each

**Assessment: Create a revision guide on creative writing.**

**Y9. 3. Language: Paper 1 Question 5**

I can use a range of punctuation accurately  
I can use a range of sentence starters to engage my reader  
I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses  
I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: Write a story starting with the line 'They say I am a traitor, maybe I am. All I know is that I did what I had to do'.**

**Y9. 4. Language: Paper 2, Question 1 and 2**

I can select four statements that are true  
I can use Point, Quote Inference to summarise source A  
I can use connectives to make links between the texts  
I can use Point, Quote Inference to summarise source B  
I can reinforce my point by using another quote from the text to support my argument

**Assessment: Write a summary of the differences between the Victorian staff and the modern staff in their attitudes to prison.**

**Y9. 5. Language: Paper 2, Question 3**

I can identify language methods in an extract  
I can use a PEAL paragraph to explore how and why a language method is used  
I can explain the effects of language methods on the reader  
I can reinforce my point by using another quote from the text to support my argument

**Assessment: How does the writer, Joe Simpson, use language to express his thoughts and feelings?**

**Y9. 6. Language: Paper 2, Question 4**

I can identify the viewpoints and perspectives of both writers in both sources  
I can identify writer's methods in both sources  
I can use a PEAL paragraph to explore how the writer conveys a thought, feeling, viewpoint or perspective  
I can use connectives to make links between the texts  
I can reinforce my point by using another quote from the text to support my argument

**Assessment: Compare how the writers of Source A and Source B present different views of a healthy diet for children.**

**Y9. 7. Language: Paper 2, Question 5**

I can carefully choose vocabulary to manipulate my tone so that it matches the purpose of my writing  
I can use a range of punctuation accurately  
I can use a range of sentence starters to influence my audience  
I can vary my syntax by using a range of simple, compound, complex sentences and embedded clauses  
I can structure my writing so that my paragraphs are linked together logically matching the correct tone

**Assessment: A journalist wrote, "The problem with watching women's sport is that they are not as good as men." Write a letter to the editor of a broadsheet newspaper arguing your point of view about this.**

**Y9. 8. Language Paper 2, Question 5**

I can create a word bank with at least 10 impressive words  
I can create a list of different types of punctuation and how to use them accurately  
I can create a bank of sentence starters with examples  
I can create a list of different sentence types with examples for each  
I can produce a template for how to structure my writing

**Assessment: Produce a guide on how to write persuasively.**

**Y9. 9. Literature: Romeo and Juliet**

I can identify the language methods Shakespeare uses and explain the impact they have on an audience  
I can use PEAL paragraphs to explore the language used within an extract  
I can use PEAL paragraphs to explore the language used elsewhere in the play  
I can link my PEAL paragraphs to context where appropriate  
I can analyse a quote and provide alternative interpretations

**Assessment: How does Shakespeare present Romeo in Act 1, Scene 1?**

**Y9. 10. Literature: Romeo and Juliet**

I can identify the language methods Shakespeare uses and explain the impact they have on an audience  
I can use PEAL paragraphs to explore the language used within an extract  
I can use PEAL paragraphs to explore the language used elsewhere in the play  
I can link my PEAL paragraphs to context where appropriate  
I can analyse a quote and provide alternative interpretations

**Assessment: How does Shakespeare present Lord Capulet in Act 3, Scene 5 and the rest of the play?**

**Y9. 11. Literature: Romeo and Juliet**

I can select 5 key quotes for each character (with a key quote coming from the start and end of the play)  
I can explain the role of each character in the play  
I can link each character to the context of the play  
I can make connections between characters and major themes in the play  
I can explore how a character changes throughout the play

**Assessment: Produce a revision guide including character profiles for each character in the play.**

**Y9. 12. End of year assessment**

I can identify the language methods Shakespeare uses and explain the impact they have on an audience  
I can use PEAL paragraphs to explore the language used within an extract  
I can use PEAL paragraphs to explore the language used elsewhere in the play  
I can link my PEAL paragraphs to context where appropriate  
I can analyse a quote and provide alternative interpretations

**Assessment: How does Shakespeare present love in Act 3 Scene 2 and the rest of the play?**