

ISS Written Language: Phonics, Spelling and Vocabulary

Year 5	Year 6	Year 7	Year 8
<p>Spelling Strategies: -Use sounds, visual patterns and root words to spell multi-syllabic words -use phonics and morphology to spell new and unfamiliar words</p> <p>Explicitly teach irregular spellings: -Teach unusual phonics: 'te' (righteous), 'ai' (said), 'ough' (through), 'ai' (plait), 'our' (journey) -Tricky digraphs: island, pneumonia, liquor, ocean, special, machine The letter 'a' makes an /o/ sound after 'w' (swamp, swan, swap) -Teach unstressed vowels (boundary, business) -Common letter strings with different pronunciations including: read/deaf and 'igh', 'ough', 'ear', 'oo', 'ie', 'our'</p> <p>Word Origins: -Investigate simple Latin roots and meanings including prim (primary), anti (against) -Identify word root, derivations and spelling patterns as a support for spelling (mis-tak-en)</p> <p>Spelling Rules and Affixes: -Revisit adding 'ing', soft 'c' before 'e', 'l' or 'y' for /s/; soft 'g' before 'e', 'l' or 'y' -Teach and use unusual prefixes: 'ad', 'al', 'ag', 'ap', 'af', 'as', 'im', 'ir' -Plurals for words ending in 'o' can be 's', 'es' -Plurals for ending 'y'. If a vowel precedes, add 's' (boy, boys), if a consonant precedes, drop 'y' and add 'ies' (stories) -Teach generalizations including maintaining a short vowel sound before a 'g' which has the /j/ phoneme, by adding 'd', 'n', or 'l' before the 'g' (judge, lunge) -Introduce antonyms to change a word from active to inactive including: 'ir', 'in', 'im', 'il' -Teach and use less common suffixes including: 'im', 'ir', 'cian' -Adding suffixes to words ending in 'y' including 'ness', 'ment', 'ful', 'ous' -Rule: 'l' before 'e' except after 'c' when sounding like 'ay' (neighbor or weigh) -Homophones in two syllable words: pedal, petal, peddle</p>	<ul style="list-style-type: none"> ➤ Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence. ➤ Confirm correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'/'ch'/'tch'/'j'/'dj'/'dj e'. ➤ Continue to learn words, apply patterns and improve accuracy in spelling. ➤ Further investigate spelling rules and exceptions, including representing unstressed vowels. ➤ Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants. ➤ Know how to transform meaning with prefixes and suffixes. ➤ Investigate meanings and spellings of connectives. ➤ Explore definitions and shades of meaning and use new words in context. ➤ Explore word origins and derivations and the use of words from other languages. ➤ Understand changes over time in words and expressions and their use. ➤ Explore proverbs, sayings and figurative expressions. 	<ul style="list-style-type: none"> ➤ Spell correctly most words used. ➤ Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns. ➤ Use a dictionary and thesaurus effectively to further develop vocabulary. ➤ Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience. ➤ Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'. 	<ul style="list-style-type: none"> ➤ Spell correctly most words used. ➤ <input type="checkbox"/> Spell most words correctly, including some complex polysyllabic words and unfamiliar words. ➤ Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling. ➤ Learn an increasingly wide range of vocabulary appropriate to their needs. ➤ Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language. ➤ Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and extending their vocabulary by noting down powerful words in books read.

ISS Written Language: GRAMMAR AND PUNCTUATION

Year 5	Year 6	Year 7	Year 8
	<p>Reading</p> <ul style="list-style-type: none">➤ Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets.➤ Revise different word classes.➤ Investigate the use of conditionals, e.g. to express possibility.➤ Begin to show awareness of the impact of writers' choices of sentence length and structure.➤ Revise language conventions and grammatical features of different types of text.➤ Explore use of active and passive verbs within a sentence.➤ Understand the conventions of standard English usage in different forms of writing.➤ Distinguish the main clause and other clauses in a complex sentence. <p>Writing</p> <ul style="list-style-type: none">➤ Punctuate speech and use apostrophes accurately.➤ Use a wider range of connectives to clarify relationships between ideas, e.g. however, therefore, although.➤ Use connectives to structure an argument or discussion.➤ Develop grammatical control of complex sentences, manipulating them for effect.➤ Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.	<p>Reading</p> <ul style="list-style-type: none">➤ Comment on the use of formal and informal language and discuss the writer's motivation for making the choice.➤ Show awareness of the reasons for using longer and shorter sentences.➤ Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings. <p>Writing</p> <ul style="list-style-type: none">➤ Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and to present dialogue.➤ Use correct grammar, including articles, word order and tenses in a range of genres and text types.➤ Clarify relationships between ideas with an increasingly accurate and growing use of connectives.➤ Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects.➤ Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing.➤ Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases.	<p>Reading</p> <ul style="list-style-type: none">➤ Comment on the use of a wide range of punctuation to convey shades of meaning. <p>Writing</p> <ul style="list-style-type: none">➤ Use accurate punctuation including commas in various situations, including parenthetical commas, colons, semi-colons, dashes and brackets.➤ Begin to use formal and informal language for specific purposes.➤ Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect.➤ Confidently use a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.

ISS Written Language: READING

The following genres and text types are recommended

Year 6 :Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.

Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing

Year 7: Fiction and poetry: suspense and horror stories, sci-fi and fantasy novels, contemporary folk and fairy-tales, short stories (including those set in different times and places), older literature (including drama), narrative and non-narrative poems, significant poems from before 1900.

Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing/writing with bias, news websites.

Year 8: Fiction and poetry: political novels/stories with social issues, myths and legends from around the world, humour, short stories, significant poems and drama from other cultures, poems since 1900.

Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing, magazines and newspapers, reports and leaflets.

Year	Year 6	Year 7	Year 8
<p>Students will:</p> <ul style="list-style-type: none"> ➤ Navigate, read and appreciate a wide range of texts confidently, independently and with understanding ➤ Use a range of strategies to solve comprehension problems and deepen their understanding of the text ➤ Make inferences and be able to justify them ➤ Work in cooperative groups to locate and select texts appropriate to purpose and audience ➤ Participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author ➤ Identify genre and explain elements and literary forms that are associated with different genres ➤ Appreciate structural and stylistic differences between fiction and nonfiction; show an understanding of this distinction when structuring own writing ➤ Understand that authors use words and literary devices to evoke mental images ➤ Recognise and understand figurative language, e.g. similes, metaphors, idioms ➤ Identify and describe the elements of a story – plot, setting, characters, theme – and explain how they contribute to its effectiveness ➤ Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact ➤ Consistently and confidently use a range of resources to find information and support their inquiries ➤ Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding ➤ Use the internet responsibly and knowledgeably, appreciate its uses and limitations ➤ Locate, organise and synthesise information from a variety of sources including library, internet, people in the school, family, community and global community. 	<p>Fiction and poetry</p> <ul style="list-style-type: none"> ➤ Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text. ➤ Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented. ➤ Look for implicit meanings, and make plausible inferences based on more than one point in the text. ➤ Understand aspects of narrative structure, e.g. the handling of time. ➤ Analyse the success of writing in evoking particular moods, e.g. suspense. ➤ Paraphrase explicit meanings based on information at more than one point in the text. ➤ Comment on writer’s use of language, demonstrating awareness of its impact on the reader. ➤ Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood. ➤ Take account of viewpoint in a novel, and distinguish voice of author from that of narrator. ➤ Discuss and express preferences in terms of language, style and themes. ➤ Articulate personal responses to reading, with close reference to the text. ➤ Explore how poets manipulate and play with words and their sounds. ➤ Read and interpret poems in which meanings are implied or multi-layered. 	<p>Fiction and poetry</p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of features of narrative and non-narrative texts by explaining and ➤ developing these features in their own discussion and writing. ➤ Use inference and deduction to recognise implicit and inferred meanings. ➤ Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support ➤ comments by quotation from more than one location in the text. ➤ Identify and describe the effect of writers and poets use of literary, rhetorical and grammatical features, including imagery and figurative language. ➤ Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary. ➤ Give an informed personal response to a text and provide some textual reference in support. ➤ Understand how readers make choices about the texts they like reading, e.g. by author or genre ➤ and know a range of ways in which to respond to texts. ➤ Compare poems, showing awareness of poets’ use of language and its intended impact on the reader. ➤ Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written. 	<p>Fiction and poetry</p> <ul style="list-style-type: none"> ➤ Recognise implied meaning, e.g. expression of opinion, inference of character, meaning ➤ contained in an image, ironic effect. ➤ Identify relevant points, synthesising and summarising ideas from different parts of the text. ➤ Explore the range, variety and overall effect of literary, rhetorical and grammatical features ➤ used by poets and writers of literary and non-literary texts. Include study of informal or formal ➤ style as well as the choice of words to create character. ➤ Comment on how the writer’s use of language contributes to the overall effect on the reader, ➤ using appropriate terminology. ➤ Broaden their experience of reading a wide range of texts and express their preferences and opinions. ➤ Trace the development of a writer’s or poet’s ideas, viewpoint and themes through a text and relate these to other texts read. ➤ Compare poems from different cultures and times, commenting on different poets’ use of language and imagery to develop similar themes and elicit responses from the reader. ➤ Explore how different audiences choose and respond to texts. ➤ Explore why certain texts are important within a culture and show awareness that the context in which the text is written and read affects its meaning.

ISS Written Language: READING

Year 5	Year 6	Year 7	Year 8
	<p>Non-fiction</p> <ul style="list-style-type: none">➤ Analyse how paragraphs and chapters are structured and linked.➤ Recognise key characteristics of a range of non-fiction text types.➤ Explore autobiography and biography, and first and third person narration.➤ Identify features of balanced written arguments.➤ Compare the language, style and impact of a range of non-fiction writing.➤ Distinguish between fact and opinion in a range of texts and other media.	<p>Non-fiction</p> <ul style="list-style-type: none">➤ Extract the main points and relevant information from a text or ICT source, using a range of strategies such as skimming and scanning.➤ Make relevant notes to select, collate and summarise ideas from texts.➤ Explore the range of different ways writers use layout, form and presentation in a variety of texts.➤ Explore the variety and range of ways in which the content of texts can be organised, structured and combined.	<p>Non-fiction</p> <ul style="list-style-type: none">➤ Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate.➤ Make relevant notes when researching different sources, comparing and contrasting information.➤ Explain how specific choices and combinations of form, layout and presentation create particular effects.➤ Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports.➤ Demonstrate understanding of the main features, including the structure, of each genre and text type studied.

ISS WRITTEN LANGUAGE: WRITING

Year 5	Year 6	Year 7	Year 8
<p>* Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>*Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation</p> <p>*Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words</p> <p>*Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p> <p>Use planning, drafting, editing and revising process independently and with increasing competence.</p> <p>*Develop a handwriting style that is becoming legible, fluent and automatic</p> <p>*Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual print and audio elements.</p> <p>*Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</p> <ul style="list-style-type: none"> ➤ Demonstrate an increasing understanding of how grammar works ➤ Use appropriate paragraphing to organise ideas 	<p>Fiction</p> <ul style="list-style-type: none"> ➤ Plan plot, characters and structure effectively in writing an extended story. ➤ Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning. ➤ Establish and maintain a clear viewpoint, with some elaboration of personal voice. ➤ Use different genres as models for writing. ➤ Use paragraphs, sequencing and linking them appropriately to support overall development of the text. ➤ Use a range of devices to support cohesion within paragraphs. ➤ Develop some imaginative detail through careful use of vocabulary and style. <p>Non-fiction</p> <ul style="list-style-type: none"> ➤ Use the styles and conventions of journalism to write reports on events. ➤ Adapt the conventions of the text type for a particular purpose. ➤ Select appropriate non-fiction style and form to suit specific purposes. ➤ Write non-chronological reports linked to work in other subjects. ➤ Develop skills of writing biography and autobiography in role. ➤ Argue a case in writing, developing points logically and convincingly. ➤ Write a balanced report of a controversial issue. ➤ Summarise a passage, chapter or text in a given number of words. <p>Presentation</p> <ul style="list-style-type: none"> ➤ Use ICT effectively to prepare and present writing for publication. 	<p>Fiction and Poetry</p> <ul style="list-style-type: none"> ➤ Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. ➤ Understand the conventions of standard English and how to use them consistently in writing. ➤ Write to express a personal viewpoint. ➤ Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively. ➤ Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases. ➤ Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects. ➤ Vary sentence length and structure in order to provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. ➤ Begin to develop character and voice in fiction writing. ➤ Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect. ➤ Understand and use degrees of formality in a range of texts according to context, purpose and audience. <p>Non-fiction</p> <ul style="list-style-type: none"> ➤ Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment. ➤ Practise note-taking using different styles for different purposes. 	<p>Fiction</p> <ul style="list-style-type: none"> ➤ Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas. ➤ Apply skills in editing and proofreading to a range of different texts and contexts. ➤ Develop ideas to suit a specific audience, purpose and task. ➤ Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects. ➤ Use a range of cohesive devices with audience and purpose in mind. ➤ Experiment with different ways of presenting texts, bearing in mind the audience and purpose. ➤ Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing. ➤ Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects. ➤ Create and control effects by drawing on the range and variety of own vocabulary <p>Non Fiction</p> <ul style="list-style-type: none"> ➤ Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes. ➤ Write in a range of forms for a variety of purposes, including: <ul style="list-style-type: none"> – autobiography (to entertain, inform, review or comment) – diary entries (to inform, explain, review, comment or explore) – leaflets or newspaper reports (to inform) – letters (to persuade, entertain, narrate or comment) – magazine articles (to describe, review or comment) – reports (to review, inform, advise, or argue) – reviews (to inform, entertain or advise) – summaries.

ISS WRITRN LANGUAGE: WRITING

YEAR 5	YEAR 6	YEAR7	YEAR 8
<ul style="list-style-type: none">➤ Use standard spelling for most words and use appropriate resources to check spelling➤ Critique the writing of peers sensitively and offer constructive suggestions➤ Develop a handwriting style that is becoming legible, fluent and automatic➤ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual print and audio elements.➤ Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood➤ Demonstrate an increasing understanding of how grammar works➤ Use appropriate paragraphing to organise ideas➤ Use standard spelling for most words and use appropriate resources to check spelling➤ Critique the writing of peers sensitively and offer constructive suggestions➤ Use a dictionary, thesaurus, spellchecker confidently to check accuracy, broaden vocabulary and enrich writing➤ Choose to publish written work in handwritten form or in digital format independently➤ Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration➤ Locate, organise, synthesise and present written information obtained from a variety of valid sources➤ Use a range of tools and techniques to produce written work that is attractively and effectively presented			

ISS WRITRN LANGUAGE: SPEAKING AND LISTENING

YEAR 5	YEAR 6	YEAR7	YEAR 8
<ul style="list-style-type: none"> ➤ Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (open mindedness) ➤ Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ➤ Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues, choose vocabulary and vocal effects appropriate and use register, tone, voice level and intonation to enhance meaning for different audiences and purposes ➤ Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements and to formulate and communicate possibilities and theories ➤ Listen and respond appropriately to instructions, questions and explanations ➤ Infer meanings, draw conclusions and make judgments about oral presentations ➤ *Use and increasing vocabulary and more complex sentence structures with a high level of specificity ➤ *Understand and use figurative language such as simile, metaphor and personification ➤ *Reflect on communication to monitor and assess their own learning ➤ *Use standard grammatical structures competently in appropriate situations 	<ul style="list-style-type: none"> ➤ Express and explain ideas clearly, making meaning explicit. ➤ Use spoken language well to persuade, instruct or make a case, e.g. in a debate. ➤ Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context. ➤ Structure talk to aid a listener's understanding and engagement. ➤ Speak confidently in formal and informal contexts. ➤ Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas. ➤ Help to move group discussion forward, e.g. by clarifying, summarising. ➤ Prepare, practise and improve a spoken presentation or performance. ➤ Convey ideas about characters in drama in different roles and scenarios through deliberate choice ➤ of speech, gesture and movement. ➤ Reflect on variations in speech, and appropriate use of standard English. 	<ul style="list-style-type: none"> ➤ Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade. ➤ Deliberately shape talk for clarity and effect and to engage listener. ➤ Use a range of vocabulary appropriate to context, and use language to clarify meaning and to ➤ interest and convince their audience. ➤ Practise speaking fluently and clearly at an appropriate pace and volume. ➤ Develop the ability to listen courteously to others and be sensitive to turn taking. ➤ Begin to make significant contributions to group discussions, engaging with complex material, ➤ making perceptive responses and showing awareness of a speaker's aims. ➤ Work in solo, paired and group assignments, including role-play. ➤ Through role-play, show insight into texts and issues through choice of speech, gesture and movement. ➤ Explain features of own and others language, showing sensitivity to the impact of varying language for different purposes and situations. 	<ul style="list-style-type: none"> ➤ Give short presentations and answer questions, maintaining effective organisation of talk. ➤ Adapt speech, non-verbal gesture and movement to meet an increasing range of demands. ➤ Explore complex ideas and feelings, both succinctly and at length. ➤ Take part in a simple debate following formal rules (proposer, seconder, etc.). ➤ Engage with more demanding material through perceptive responses to other students' talk, ➤ showing awareness of the speaker's aims and extended meanings. ➤ Conduct a discussion, drawing together ideas and promoting effective sharing of ideas. ➤ Work in groups to formulate ideas and plans of action. ➤ Develop skills in solo, paired and group assignments, including role-play and drama. ➤ Help to plan and participate in a brief dramatic scene, demonstrating empathy and understanding of a range of characters through flexible choice of speech, gesture and movement. ➤ Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language.