

## Secondary Stage 7 English for Year 7

### Phonics, spelling and vocabulary

- 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'.

### Grammar and punctuation

#### Reading

- 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.

#### Writing

- 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.

### Reading

*The following genres and text types are recommended at Stage 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.*

#### Fiction and poetry

- 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.

### **Non-fiction**

- 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.

## **Writing**

### **Fiction and poetry**

- 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.

### **Non-fiction**

- 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.

## **Speaking and listening**

- 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.