

## Year 7 Key Performance Indicator Map (2017-18)

Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
<b>About Me:</b> Developing Reading and Writing Skills Through Autobiographies, Diaries and Other Non-Fiction Texts	<b>Drama:</b> Frankenstein Our Day Out, etc.	<b>Creative Writing:</b> Scripting for a Specific Audience	<b>Shakespeare Focus:</b> The Tempest/A Midsummer Night's Dream/Sonnets	<b>Novel Study:</b> Exploring Characters, Events and Narrative Structures	<b>Love Through The Ages:</b> Romantic Poetry and Prose	<b>Media, Documentaries and 'The Facts':</b> 19th, 20th and 21st Century Reportage

<b>7.05 (Reading):</b> Can I recognise and comment on the conventions of a specific genre?	<b>7.01 (Reading):</b> Can I independently select the information I need to support my ideas and comments?	<b>7.03 (Reading):</b> Can I comment on why specific words, language techniques, and features of organisation have been used?
<b>7.08c (Writing):</b> Can I make accurate use of past and present tense?	<b>7.02 (Reading):</b> Can I infer characters' feelings, thoughts and motives, and select supporting evidence?	<b>7.04a (Reading):</b> Can I identify the purpose of a text and justify my point of view?
<b>7.08d (Writing):</b> Can I make accurate use of the first-person and third-person voice?	<b>7.07 (Reading):</b> Can I compare and contrast characters and events in a text?	<b>7.04b (Reading):</b> Can I comment on how a text's context and setting affects its meaning?
<b>7.08e (Writing):</b> Can I apply the appropriate structure and conventions when creating a play script?	<b>7.08a (Writing):</b> Can I use Standard English where appropriate?	<b>7.06 (Reading):</b> Can I express my views on a text, using words and phrases from the text to justify my views?
<b>7.10 (Grammar):</b> Can I identify, define and accurately use 'Year Seven Terminology' in a range of writing?	<b>7.08b (Writing):</b> Can I use the appropriate structure, conventions and vocabulary for both formal and informal letter writing?	<b>7.09 (Writing):</b> Can I use relevant grammatical constructions in my writing to achieve particular effects?
<b>7.14 (Oracy):</b> Can I offer extended individual contributions within formal environments, such as group presentations or rehearsing and performing play scripts and poetry?	<b>7.11 (Grammar):</b> Can I identify, define and accurately use 'Year Seven Punctuation' in a range of writing?	<b>7.12 (Grammar):</b> Can I identify, define and accurately use 'Year Seven Structures' in a range of writing?
	<b>7.13 (Oracy):</b> Can I share pre-prepared ideas in group environments?	<b>7.15 (Oracy):</b> Can I respond to questions and prompts within informal paired and group discussions?



## Year 8 Key Performance Indicator Map (2017-18)

Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2	
<b>The Language of Warfare:</b> Exploring War and Conflict Across Various Mediums and Contextual Landscapes	<b>Plays and Poetry:</b> Compare and Contrast Elements of Shakespeare and Poetry	<b>Contemporary Fiction:</b> Short Stories and Extracts	<b>Short Stories and Vivid Descriptions:</b> Creative Writing	<b>Victorian and/or Gothic Literature:</b> An In-Depth Study Referencing Wider Reading	<b>Seminal World Literature:</b> Of Mice and Men		<b>Exam Skills:</b> Reading	<b>Exam Skills:</b> Creative Writing

<b>8.01 (Reading)</b> - Can I make detailed inferences using connectives like 'because' to link with specific words and phrases across the text?	<b>8.03b (Reading)</b> - Can I identify structural decisions and explain their effects on the reader?	<b>8.02 (Reading)</b> - Can I identify the most relevant points to form a summary of the whole text?
<b>8.03a (Reading)</b> - Can I identify specific words and language techniques and explain their effect on the reader?	<b>8.05a (Reading)</b> - Can I explain what a text makes a reader think or feel using a range of relevant words and phrases from across the text?	<b>8.05b (Reading)</b> - Can I explain the writer's viewpoint and reasons for writing a text using a range of relevant words and phrases from across the text?
<b>8.04 (Reading)</b> - Can I support my ideas with a range of appropriate evidence?	<b>8.07 (Reading)</b> - Can I confidently express my personal opinion of characters and events, using words and phrases from across the text to justify my views?	<b>8.06 (Reading)</b> - Can I use a range of words and phrases to explain how a text's context and setting affects its meaning?
<b>8.10 (Grammar)</b> - Can I identify, define and accurately use 'Year Eight Terminology' in a range of writing?	<b>8.08b (Writing)</b> - Can I make accurate and sustained use of past and present tense?	<b>8.08a (Writing)</b> - Can I use appropriate structures, conventions and vocabulary when creating a variety of non-fiction texts including newspaper articles, persuasive letters and leaflets?
<b>8.13 (Oracy)</b> - Can I share my thoughts and respond to the ideas of others in group environments?	<b>8.08x (Writing)</b> - Can I create convincing narratives and descriptions which are consistently paragraphed?	<b>8.11 (Grammar)</b> - Can I identify, define and accurately use 'Year Eight Punctuation' in a range of writing?
<b>8.15 (Oracy)</b> - Can I ask relevant questions within paired and group discussions?	<b>8.09 (Writing)</b> - Can I use relevant grammatical constructions in my writing to achieve particular effects?	<b>8.14 (Oracy)</b> - Can I show confidence and clarity of structure when offering extended individual contributions within formal group presentations?
	<b>8.12 (Grammar)</b> - Can I identify, define and accurately use 'Year Eight Structures' in a range of writing?	<b>8.16 (Oracy)</b> - Can I articulate relevant ideas in planned and unplanned discussions based on a text or the ideas of others?

## Year 9 Key Performance Indicator Map (2017-18)

Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
<b>Conflict Through the Ages:</b> War Poetry, Prose and Reportage	<b>Visions of the Future:</b> Short Stories and Extracts of Dystopian Literature and Science-Fiction	<b>Character and Voice:</b> An Exploration of Poetry	<b>Character and Voice:</b> Creative Writing	<b>Childhood Through the Ages:</b> Prose, Poetry and Reportage Covering Childhood and Adolescence	<b>Modern Drama:</b> An Inspector Calls	<b>Exam Skills:</b> Reading

<b>9.01a (Reading)</b> - Can I make developed and convincing inferences with detailed explanations supported by the most appropriate words and phrases from across the text?	<b>9.03x (Reading)</b> - Can I compare and contrast how different texts might make a reader think or feel using appropriate evidence from various sources?	<b>9.03b (Reading)</b> - Can I identify and analyse the effects of structural decisions providing developed interpretations which are clearly explained?
<b>9.01b (Reading)</b> - Can I use my inference skills to explore a range of different meanings and interpretations?	<b>9.04x (Reading)</b> - Can I respond to 19th, 20th and 21st Century texts and make links between them?	<b>9.04a (Reading)</b> - Can I use a range of appropriate evidence to explain the relevance of a text's context and explore the significance for different readers?
<b>9.02 (Reading)</b> - Can I form a response which develops a clear argument or viewpoint?	<b>9.06b (Writing)</b> - Can I make accurate use of the first-person voice and second-person voice when scripting formal presentations?	<b>9.05x (Reading)</b> - Can I confidently express my opinion of characters and events, using words and phrases from across the text to justify my views?
<b>9.03a (Reading)</b> - Can I identify and analyse the effects of specific words and language techniques providing developed interpretations which are supported by a range of appropriate evidence?	<b>9.06x (Writing)</b> - Can I create convincing narratives and descriptions which adhere to conventions and are clearly structured for effect?	<b>9.06a (Writing)</b> - Can I use appropriate structures, conventions and vocabulary for a range of communication addressing particular audiences?
<b>9.05a (Reading)</b> - Can I compare characters, events, language and ideas across two or more texts?	<b>9.07 (Writing)</b> - Can I use relevant grammatical constructions in my writing to achieve particular effects?	<b>9.09 (Grammar)</b> - Can I identify, define and accurately use 'Year Nine Punctuation' in a range of writing?
<b>9.08 (Grammar)</b> - Can I identify, define and accurately use 'Year Nine Terminology' in a range of writing?	<b>9.10 (Grammar)</b> - Can I identify, define and accurately use 'Year Nine Structures' in a range of writing?	<b>9.12 (Oracy)</b> - Can I articulate relevant ideas in planned and unplanned discussion, speaking on equal terms with the listener and eliciting responses from them?
	<b>9.11 (Oracy)</b> - Can I confidently and effectively deliver speeches designed to argue, persuade or explain, while consistently demonstrating an awareness of the purpose and audience?	<b>9.13 (Oracy)</b> - Can I summarise the ideas of others and further develop their contributions?



## Year 10 Map (2017-18)

Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Language Paper 1: Fiction Texts	19th Century Novel: A Christmas Carol	Language Paper 2: Non-Fiction Texts	Language Paper 1: Descriptive/Narrative Writing	Modern Poetry Cluster: Power and Conflict (Remaining poems and comparison)	Spoken Language: Speaking and Listening	Modern Drama: An Inspector Calls (to be replaced by 'Shakespeare Study: Romeo and Juliet' from 2018/19)

<i>Ozymandias</i> <i>London</i>	<i>The Charge of the... Bayonet Charge</i>	<i>Exposure</i> <i>Tissue</i>	<i>Across Y9 and Y10, students should have studied 9/15 texts.</i>
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## Year 11 Map (2017-18)

Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1
Shakespeare Study: Romeo and Juliet (To be replaced by 'Language Paper 2' from 2018/19)	Language Paper 2: Non-Fiction Texts	19thC Novel: A Christmas Carol/Modern Drama: An Inspector Calls	Language Papers: Question by Question Approach and Exam Skills	Literature Recap: All Literature Texts	Reading Recap: Fiction and Non-fiction (Language Papers 1 and 2)