

De Warenne Academy: Five-Year Plan - English

Key Stage 3

Year 7	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test STAR Reading: Accelerated Reader programme	GL Reading Age Test STAR Reading: Accelerated Reader programme	GL Reading Age Test as appropriate to need STAR Reading: Accelerated Reader programme
End of term assessment	Fiction reading (Charlie and the Chocolate Factory) and descriptive writing	Non-fiction reading (Dalmatians) and formal letter	Shakespeare – Much Ado About Nothing Analysis of extract
Intervention	Phonics (tested every half term) / Reading Rampage	Phonics (tested every half term) / Reading Rampage	Phonics (tested every half term) / Reading Rampage
BIG question	'How can conflict shape our experiences?'	'How does childhood shape an individual?'	How do love and relationships impact our lives?
Reading 'Know how to...'	<i>Identify, infer, make relevant notes, explain ideas and personally respond to social, cultural & historical context. Read and respond to poetry.</i> 'Private Peaceful' by Michael Morpurgo 2003 NON-LINEAR NARRATIVE Novel study: Poetry: War themed - Dulce/Flanders Fields Supp. Materials – Articles from WW1/2 and Afghan war and diary entries from soldiers on the front line	<i>Identify, infer, make relevant notes, explain ideas and personally respond to social, cultural & historical context. Read and respond to poetry.</i> 'Boy' by Roald Dahl 1984 NON-FICTION Autobiography: Poetry: Childhood and memory themed - Blackberry Picking, Mrs Tilscher's Class, First Day at School, Brothers Supp. Materials – Matilda (fictional text) applying real life into fiction (Matron/Trunchball)	<i>Identify, infer, make relevant notes, explain ideas and personally respond to social, cultural & historical context. Read and respond to poetry.</i> 'Much Ado About Nothing' by Shakespeare 1600s ARCHAIC play, EXTRACT focus: Poetry: Various sonnets – (Sonnet 130/Sonnet 18) from Shakespeare Supp. Text – various non-fiction articles about Shakespeare/Elizabethan theatre/stereotypical women. Modern wedding article (Kate and William).
Spoken language/oracy 'Know how to...'	Persuasive speech: <i>Identify key features of speech, discuss verbal and non-verbal techniques, using persuasive language.</i> Propaganda speech from lieutenant.	Debate in small groups - <i>clear and relevant contributions, summarise points, use Standard English, have different roles in discussion.</i> 'Boarding school is a wonderful opportunity for children to develop independence'	Paired role play - <i>create drama and emotion in performance.</i> Benedick and Beatrice - modernising the script Whoosh class performance Hot seating
Writing 'Know how to...'	Informal letter: <i>Planning, paragraphing, using topic sentences.</i> 3rd person description: <i>Using a range of vocabulary, redrafting and editing, zooming in on detail.</i> Persuasive speech: <i>Formatting, persuasive devices, organising ideas, understanding character voice.</i>	Formal letter from school: <i>Formatting, using Standard English, adding detail.</i> Guide to Norway: <i>planning; giving facts and examples, adding detail.</i>	Diary entry: <i>point of view, character voice, using past and present tense.</i> Newspaper article (wedding): <i>use of persuasive language, precise vocabulary, editing and proofreading</i> Script writing (Benedick & Beatrice): <i>point of view, character voice</i> Poetry: (Trust competition): <i>use of figurative language, precise vocabulary, editing and proofreading.</i>
Written accuracy	Capital letters & Too/To/Two	There/They're/Their	It's/its
Subject vocabulary	Foreboding, perspective, family tree, propaganda, persuasion, pathos, ethos, recruitment, conscription, fatigue, floundering, writhing, obscene, soldier, trenches, colonel, peaceful, Somme, deserter	Caning, survival, demanding, boazer, amputation, discipline, wicked, formal, informal, persuade, inform, opinion, facts, tone	Script, playwright, sonnet, theme, character, relationship, deception/deceit, audience, stereotype/stereotypical, stage directions, conventional, unconventional, context, persona
Writing consolidation (2 weeks)	Description of a market – 3 rd person	Formal letter to a newspaper	Writing about extracts – explaining character
Enrichment focus	Remembrance Day	Environment – Becoming carbon neutral	Delta Poetry Competition
Year 8	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test STAR Reading: Accelerated Reader programme	GL Reading Age Test STAR Reading: Accelerated Reader programme	GL Reading Age Test as appropriate to need STAR Reading: Accelerated Reader programme
End of term assessment	Fiction reading (The Hobbit) and narrative writing	Non-fiction reading (Weather) and speech writing	Modern play – Blood Brothers Analysis of whole play
Intervention	English Skills (baseline/end of half term/impact test) / Sound Training	English Skills (baseline/end of half term/impact test) / Sound Training	English Skills (baseline/end of half term/impact test) / Sound Training
BIG question	'How can power corrupt?'	'How can we overcome adversity in adolescence?'	'Do our relationships shape our futures?'
Reading text 'Know how to...'	<i>Identify, begin to infer layers of meaning, make relevant notes, explain ideas in greater depth and personally respond to social, cultural & historical context. Read, respond and understand to poetry and non-fiction articles.</i> 'Animal Farm' by George Orwell: 1945 ALLEGORICAL novel study: Supp. Materials – Contextual study of Communism and Capitalism – Karl Marx – articles from 1940s. Poetry:	<i>Identify, begin to infer layers of meaning, make relevant notes, explain ideas in greater depth and personally respond to social, cultural & historical context. Read, respond and understand non-fiction articles and poetry.</i> Diary of Adrian Mole by Sue Townsend 1982 FICTIONAL diary / UNRELIABLE narrator: Supplementary texts: Non-fiction articles on Sheffield/ABBA/Royal Wedding/Good Housewife/Life in the 1980s/NHS 'Heroes' Study: Anne Frank's non-fictional diary (growing up in conflict) Poetry: Simon Armitage – My Father Thought it Queer	<i>Identify, begin to infer layers of meaning, make relevant notes, explain ideas in greater depth and personally respond to social, cultural & historical context. Read, respond and understand non-fiction articles and poetry.</i> 'Blood Brothers' 1986 DIVERSITY and SOCIAL CLASS modern play: Study/Supp. Materials –: De Warenne Heritage non-fiction texts and a self-supported study on the history – Link to politics articles on Thatcher/Conservative/mining industry Poetry:
Spoken language/oracy 'Know how to...'	Debates and speeches: <i>Structure speech effectively for clarity and effect, sustain contributions to group discussion and adapt Standard English for purpose and audience.</i> Speech as Napoleon/Boxer	Debates and speeches: <i>Sustain effective contributions, explain speakers' intention and use a range of verbal and non-verbal techniques.</i> Debates and speeches about morals/context/bullying	Performance based reading – linked to the story competition: <i>Use a range of verbal and non-verbal techniques, develop dramatic performance and roles and explain effect of features of speech and strategies of performers in feedback.</i> Missing scene script writing and performance
Writing 'Know how to...'	Diary: <i>creating character voice, precise and ambitious vocabulary, exploring a range of formats, secure use of tenses.</i> Speech: <i>effective planning & shaping ideas, consistently using Standard English, organising with accuracy.</i>	Diary entry: <i>creating character voice, writing accurately in correct tense, proof reading, redrafting and reflecting on improvements.</i> Speech/Review: <i>effective planning & organising; shaping & organising ideas, adapting to audience & purpose.</i> Description (Royal Wedding Street Party) <i>use senses, a range of adjectives, verbs and adverbs</i> Report Writing <i>effective planning & organising; crafting character voice, creating beautiful work.</i> Poetry Writing: <i>creating character voice, proof reading and redrafting, creating humour and emotion.</i>	Diary entry: <i>creating character voice, writing accurately in correct tense.</i> Writing a Script: <i>secure formatting & effective planning, character voice, experimenting with sentence types. proof reading, redrafting and reflecting on improvements.</i> Letter to from Eddie to Mickey from university: <i>effective planning & organising, precise and ambitious vocabulary for effect, standard English and secure tenses. Creating beautiful work.</i> Article writing: <i>effective planning & organising; shaping & organising ideas, adapting to audience & purpose.</i>
Written accuracy	Capital letters	Your/You're	Was/were
Subject vocabulary	Capitalism, socialism, dictator, labour, manipulation, slander, power, commandment, equality and inequality, rebellion, persuasive, selfish, hypocritical, comradeship, cynical, slavery, abundance, consumes, allegory, communism, empathy	Adolescence, rebellion, humorous, naivety, divorce, redundancy, intellect, foolishness, morals, dramatic irony, euphemism, taboo, patriotic, multiculturalism, character, empathy, adversity, hope, indignity, suffering, maturity, tension, drama, unreliable, deception, stanza, persona,	Society, industry, British Empire, unemployment, superstition, tension, suspense, colloquialism, addiction, foreshadowing, interactions, dialogue, persuasion, manipulation, social class, working class, middle class,

	Characterisation, action, drama, tension, internal thought, vivid description, reactions, reflection	poet, greeting, tone, purpose, pitch, audience, topic sentences, emotive language, persuade, review.	dramatic irony, recession, archetype, nature, nurture, empathy, motif.
Writing consolidation (2 weeks)	Creative writing – A time you made a mistake	Speech to your class on school lunches	Writing about whole play – explaining characters and themes
Enrichment focus	Vegan vote (Should we eat less meat to save the planet?)	World History – Unsung Heroes	Delta Short Story Competition - friendship
Year 9	Term 1: September-December	Term 2: January-April	Term 3: April-July
End of term assessment	Lord of the Flies extract/Narrative Writing	Non-fiction reading/article writing	Literature: whole play essay question – theme (45 minutes)
Intervention	English Skills (baseline/end of half term/impact test)	English Skills (baseline/end of half term/impact test)	English Skills (baseline/end of half term/impact test)
BIG question	Why are relationships important?	What impact could my maturity have on the world?	Are our relationships determined by fate?
Reading text 'Know how to...'	<i>Master skills taught in previous years. Identify and select from a wide range of information & explore layers of meaning; explain with developed ideas and begin to apply context and social issues to understanding. Begin to analyse writer's craft and personally respond with in depth explanations. Respond to poetry and non-fictional articles thoughtfully.</i> 'Of Mice and Men' by John Steinbeck: WORLD LITERATURE novel study: Poetry: Nature Poetry – Ode to a Mouse / Follower by Seamus Heaney Supp. Materials – Articles on 1930's America (The American Dream/ The Dust Bowl / Itinerant workers/ roles of women), photographs from 1930's America and historical video clips: Contemporary videos regarding racism (BLM protest). Contemporary articles on disability and race.	<i>Master skills taught in previous years. Identify and select from a wide range of information & explore layers of meaning; explain with developed ideas and begin to apply context and social issues to understanding. Begin to analyse writer's craft and personally respond with in depth explanations. Respond to poetry and non-fictional articles thoughtfully.</i> I am Malala: CULTURAL CAPITAL/POLITICAL VOCABULARY & CONTENT non-fiction study: Poetry: Different Cultures Poetry – Half-Caste, Nothing's Changed, Presents from My Aunts in Pakistan, Search for my Mother Tongue, This Room, Hurricane Hits England Supp. Materials – Greta Thunberg text – political/cultural capital – the world and environment – making a change	<i>Master skills taught in previous years. Identify and select from a wide range of information & explore layers of meaning; explain with developed ideas and begin to apply context and social issues to understanding. Begin to analyse writer's craft and personally respond with in depth explanations. Respond to poetry and non-fictional articles thoughtfully.</i> 'Romeo and Juliet' by William Shakespeare ARCHAIC whole play study: Poetry: Carol Anne Duffy self-supported study / Mrs Darwin/Anne Hathaway/The Devil's Wife/Medusa collection from The World's Wife various poems and link to history of feminism. Supplementary materials: News report on Moors Murders – Brady/Hindley Modern world article on youth's love of technology
Spoken language/oracy 'Know how to...'	Dramatic monologue as Candy or Crookes: <i>sustain range of performances & roles, begin to represent theme, develop and apply a range of verbal and non-verbal technique with effect.</i>	Class debate on a global issue: <i>actively involve listeners through selection of techniques, continue to represent themes, use Standard English suitable for range of listeners.</i> How can we help to save the planet?	Collaborate to create scripts and perform a 'hidden' scene: <i>Be flexible in a range of performances and roles, respond and give constructive feedback, respond to recognise strengths and improvements.</i>
Writing 'Know how to...'	Formal Letter: <i>Write a letter from the perspective of Candy to George and Lennie distinctive character voice; SE; vocab beyond normal range.</i> News report (Death of a character - Lennie): <i>Planning for P/A; specific format layout; developing editing & proof reading.</i> Narrative - extra chapter: <i>Shaping & crafting ideas; vocabulary beyond normal range; developing range of sentence structure.</i>	Poetry writing: <i>Shape and craft ideas within stanzas, use personal emotion and feelings for effect.</i> Diary entry: <i>creating character voice, writing accurately in correct tense.</i> Speech: <i>effective planning & organising; shaping & organising ideas, adapting to audience & purpose.</i> Formal Letter: <i>Creating distinctive character voice; consistent and confident use of Standard English; a range of precise and ambitious vocabulary</i> Article reporting on Thunberg's speech at Davos: <i>Effective format and planning, developing a clear and logical viewpoint, using a range of effective persuasive methods to engage.</i>	Report on street fight: <i>Use of facts for effect, logical paragraphing and specific format.</i> Create an extra/hidden scene: <i>Creating a distinctive character voice, format and adapt to audience.</i> Review of film version: <i>Planning with effect, adapting to purpose and audience, use a range of persuasive methods, format and develop paragraphs with detail.</i>
Written accuracy	Apostrophes for belonging / plural use of s	Full stops and commas revisit	Of/have and got/gotten
Subject Vocabulary	Relationships, migration, itinerant, ranch, protective, childlike, naivety, vulnerable, aggressive, innocence, disability, trauma, racism, discrimination, prejudice, idolising, marginalisation, confide, companion	Racism, difference, acceptance, tolerance, rebellion, unconventional, conformity, apartheid, cultural, mother tongue, religion, faith, hospitalised, iconic, education, courageous, belonging, environment, activism, political, global, Western, Ramadam, terrorism, extremism, militancy, prohibited, democracy, proverb, Sharia law, Taliban, sermons, blasphemy, Eid, fundamentalist, Islamic law.	Tragedy, prologue, destiny, fate, suicide, dramatic irony, foreshadowing, revenge, soliloquy, monologue, playwright, lust, infatuation, banishment, apothecary, controlling, feud, ancient, grudge, protagonist, antagonist, sonnet, wet-nurse, Friar, loyalty, tension, drama, conflicted, impatience, commitment, immoral Persona, juxtaposition, metaphorical, imagery, tone
Writing consolidation (2 weeks)	Creative writing – narrative (developing character's dialogue, tension and build up to drama) recapping description skills	Creating non-fiction- article writing (opinion and fact blend/emotive writing focus)	Literature: theme-based question, responding to whole text.
Enrichment focus	Be Kind Campaign	Celebrating youth and achievement	Performance – watching a stage production

Key Stage 4

Year 10	Term 1: September-December	Term 2: January-April	Term 3: April-July
End of term assessment	Term 1A Extract (witches) / whole play analysis on character (Macbeth) Term 1B Single poem / comparison on theme of conflict (Anthology) Whole novella analysis on theme (charity/poverty) (A Christmas Carol)	Term 2A Whole play analysis on theme (responsibility) (An Inspector Calls) Single poem / comparison on theme of loss (Unseen poetry) Term 2B Narrative Writing - <i>Write about a time you had to make a decision / lost something</i>	Term 3A Single poem / comparison on theme of nature (Anthology poetry) Term 3B Reading assessment – Megan in London Term 3B Spoken Language assessment – Room 101
BIG question	How can ambition impact lives? How does ignorance impact society?	What are we responsible for?	Is love and loss a significant part of life?
Reading text 'Know how to...'	<i>Annotate, track and plan to respond effectively. Analyse character, theme writer's/playwrights/poet's message, infer multiple layers of meaning, subtlety and allusion. Evaluate the change in character in a whole text. Shape and craft responses with precision. Summarise and synthesise to show understanding. Compare characters, personas and events. Apply context thoughtfully.</i> TERM 1A: 'Macbeth' by William Shakespeare ARCHAIC whole play study:	<i>Annotate, track and plan to respond effectively. Analyse character, theme writer's/playwrights/poet's message, infer multiple layers of meaning, subtlety and allusion. Evaluate the change in character in a whole text. Shape and craft responses with precision. Summarise and synthesise to show understanding. Compare characters, personas and events. Apply context thoughtfully.</i> TERM 2A: An Inspector Calls by J. B. Priestley: MODERN PLAY.	<i>Annotate, track and plan to respond effectively. Analyse character, theme writer's/playwrights/poet's message, infer multiple layers of meaning, subtlety and allusion. Evaluate the change in character in a whole text. Shape and craft responses with precision. Summarise and synthesise to show understanding. Compare characters, personas and events. Apply context thoughtfully.</i> TERM 3A & 3B: Poetry: Loss, childhood to adolescence and nature Anthology themed – Imperceptibly as Grief / To Autumn / The Prelude / Afternoons / Death of a Naturalist

	<p>TERM 1A: Poetry: War and Conflict themed Anthology Poetry – Dulce et Decorum est / The Soldier / Mamez Wood / A Wife in London / The Manhunt</p> <p>TERM 1B: 'A Christmas Carol' by Charles Dickens PRE 1914 Literature novella</p> <p>TERM 1B: Poetry: Power and Ambition Anthology themed – Hawk Roosting/ Ozymandias Place themed Anthology poetry – London / Living Space</p>	<p>TERM 2A Poetry: Unseen Poetry strand – The World Looks Down, Bereavement of the Lion Keeper, Kamikaze, Remains, Funeral Blues, The Swimming Race, The Poison Tree</p> <p>TERM 2B: Fiction Reading: Frank and Jack, Sadie's Party, Birds (Themes of war, adolescence and mystery)</p>	<p>Love and relationships themed Anthology Poetry – Valentine / Sonnet 43 / She Walks in Beauty / Cozy Apologia</p> <p>TERM 3A: Fiction Reading Obed Ramotswe, Megan in London and Jenny's Decision (Themes of racism, friendships, love and family).</p>
Spoken language/oracy 'Know how to...'	Dramatic monologue as Banquo/Macduff/Bob Cratchit/Belle: Work <i>individually</i> and in <i>collaboration</i> to sustain <i>range of performances and roles</i> , represent <i>themes/characters skilfully and confidently</i> , consistently use verbal and non-verbal techniques for effect. <i>Actively involve listeners</i> and respond with <i>detail</i> . <i>Reflect</i> on past performances to improve oracy.	Class debate on responsibility – court case: Work <i>individually</i> and in <i>collaboration</i> to sustain <i>range of performances and roles</i> , represent <i>themes/characters skilfully and confidently</i> , consistently use verbal and non-verbal techniques for effect. <i>Actively involve listeners</i> and respond with <i>detail</i> . <i>Reflect</i> on past performances to improve oracy.	TERM 3B: Independently create an engaging speech on 'Room 101': Theme of technology – Blessing or a curse? Work <i>individually</i> and in <i>collaboration</i> to sustain <i>range of performances and roles</i> , represent <i>themes/characters skilfully and confidently</i> , consistently use verbal and non-verbal techniques for effect. <i>Actively involve listeners</i> and respond with <i>detail</i> . <i>Reflect</i> on past performances to improve oracy.
Writing 'Know how to...'	Plan and adapt to show <i>flexibility</i> in writing, <i>establish distinctive and convincing</i> character voices, develop character voice to <i>elicit emotion</i> , structure and shape using different formats, <i>embed techniques to engage</i> reader and <i>promote viewpoints</i> . Shape ideas for <i>impact</i> through planning, use punctuation and sentence types effectively, <i>review and revise writing and reflect</i> on improvements, use <i>Standard English with fluency</i> , select <i>precise and ambitious vocabulary with purpose</i> .	Plan and adapt to show <i>flexibility</i> in writing, <i>establish distinctive and convincing</i> character voices, develop character voice to <i>elicit emotion</i> , structure and shape using different formats, <i>embed techniques to engage</i> reader and <i>promote viewpoints</i> . Shape ideas for <i>impact</i> through planning, use punctuation and sentence types effectively, <i>review and revise writing and reflect</i> on improvements, use <i>Standard English with fluency</i> , select <i>precise and ambitious vocabulary with purpose</i> .	Plan and adapt to show <i>flexibility</i> in writing, <i>establish distinctive and convincing</i> character voices, develop character voice to <i>elicit emotion</i> , structure and shape using different formats, <i>embed techniques to engage</i> reader and <i>promote viewpoints</i> . Shape ideas for <i>impact</i> through planning, use punctuation and sentence types effectively, <i>review and revise writing and reflect</i> on improvements, use <i>Standard English with fluency</i> , select <i>precise and ambitious vocabulary with purpose</i> .
Written accuracy	Capital letters & was/were	Your/you're & tense	There/their/they're & it's/its
Subject Vocabulary	Protagonist, antagonist, soliloquy, monologue, oxymoronic, regicide, apparition, betrayal, obsession, stereotype, conflicting, violence, treasonous, ambitious, manipulative, cunning, morality, masculinity, femininity, mental instability, supernatural, extended metaphor Propaganda, patriotism, faith, melancholy, stanza, persona, speaker, theme, loss, innocence, power, conflict, battle, mental state, Post-Traumatic Stress Disorder, sublime Transformation, redemption, gratefulness, class system, loneliness, desperation, avariciousness, remorse, forgiveness, Christian values, Christmas spirit, ignorance and want, charitable, generosity	Responsibility, charitable, gender, discrimination, social inequality, class, hierarchy, prejudice, empathy and sympathy, duty, traditional, authority, generation, superior, arrogance, impertinence, judgemental, conflict, patronised, scandal, suicide, guilt, remorse, naivety, capitalist, socialist, influential, accusatory, criticised, ideology, strike, upstage, downstage, stage directions, representation, jealousy, knighthood, playwright, dramatic irony, embodiment, deception, foreshadowing, defence, innocent, deliberate, jury, judge. Technology, obsession, persona, voice, speaker, euphemistic, melancholy, funeral, procession, mourning, competition, bitterness	Grief, instability society, nature, parenthood, childhood, adolescence, loss, mourning, trauma, depression, relationship, volatile, sonnet, romanticised love, oppression, nostalgia, imperceptibly
Enrichment focus			

Year 11	Term 1: September-December	Term 2: January-April	Term 3: April-July
End of term assessment	Responding to fictions/non-fiction: Reading & Writing Revision of Literature texts and poems	Responding to fiction/non-fiction: Reading & Writing Revision of Literature texts and poems	As appropriate to need / continual rotation of skills and language/literature texts and writing tasks
Reading text 'Know how to...'	<p>Range of non-fiction and fiction extracts which build on apt selection, analysis (how), evaluation, synthesis and comparison Range of Literature extracts and whole text analysis – strengthening knowledge of plot, key quotations and impact on plot development (character change over time/influences) and developing analysis skills.</p> <p><i>Identify and select effectively and flexibly using a range of reading strategies;</i>; analyse subtlety and allusion in increasingly challenging texts, Make clear and perceptive links between texts and their social and historical context; analyse how literary features shape meaning in explicit and implicit ways to create impact; make informed, independent judgements about writers' specific form, layout and presentational choices; make detailed and insightful analysis of the ways writer's manipulate and shape meaning in a range of texts; compare and contrast with awareness into texts' context and content; evaluate whole texts' relevance and message; develop and sustain independent and concise evaluative comments; synthesis and summarise relevant information succinctly.</p>		
Spoken language/oracy 'Know how to...'	<p><i>Detailed and informed judgements</i> about the effects of features of speech; draw out <i>speakers' intentions</i>, implicit meaning and nuances. Create clear, effective and powerful <i>presentations</i> or contributions to discussions; <i>appeal to listeners</i>, <i>challenge</i> views and assumptions by selecting and deploying a <i>repertoire</i> of verbal and non-verbal techniques Make <i>judicious, flexible and confident</i> use of Standard English for purpose; <i>negotiate</i>, challenge and build on the views of others by suggesting <i>alternative interpretations</i>.</p>		
Writing 'Know how to...'	<p>Total mastery of years. Plan effectively and flexibly, respond <i>imaginatively</i> to a range of tasks, <i>engage a reader in a range of ways</i> through <i>inventive</i> use of voice, language and techniques for <i>lasting effect</i>. Establish and sustain clear <i>credible viewpoints</i> on <i>complex subjects</i>. Shape, craft and <i>exploit</i> sentences types and precise, ambitious vocabulary to create <i>unique style and flair</i>. Take inspiration from a range of writers and <i>experiment with tenses</i>. Review and revise <i>work with insight</i> and make considered choices about content and structure, write with fluency and sustained Standard English. <i>Independence and resilience under time restraints</i>.</p>		
Written accuracy	<p>Constantly revisiting capital letters, full stops, commas, apostrophes; question marks; exclamation marks; speech marks; simple sentences, complex sentences, compound sentences, spelling patterns. Revisit was/were there/they're/their your/you're its/it's. Revisit grammar for KS3 where needed.</p>		