English KS3 Reading Progression Map

Overview: KS3 English Curriculum should ensure prior learning is embedded whilst deepening and extending student skills, knowledge and understanding. The curriculum should also afford opportunities to allow students to be exposed to a variety of written texts, of increasing scope and ambition. Students should also be encouraged to diversify and vary their writing, using a range of techniques, language and structure to express themselves fluently.

Themes within subject		Year 5	Year 6	Year 7	Year 8	Year 9	KS4
Read, under stand and respo nd to texts	Retrieval and selecting evidence to support interpretations	summarise the main ideas drawn from across chapters, identifying key details that support the main ideas/events understand why some evidence is more useful and more reliable than other evidence justify why they have included specific information in a summary understand the difference between paraphrasing and quotation use a complex index skim and/ scan in order to identify text to close read	summarise the main ideas drawn from across chapters , identifying quotations that support the main ideas use quotes, paraphrasing and adapting text to give evidence make judgements about evidence e.g reality and fantasy, adequacy and validity, appropriateness and worth independently choose appropriate the combination of skills: skim, scan, close read in response to written question	Retrieve details from a text to show clear understanding of authorial intent. Retrieve details from a text to show clear understanding of word meaning. Use inverted commas to mark out words or phrases lifted from the text. Select accurate references or textual details using exact wording to support an inference Know whether a statement about a text is explicit or implicit.	Selecting short words or phrases which support inference. Select quotes from different parts of a text which support the same inference. Identify which key words within a quote shape meaning	Select individual words that shape meaning. Embed details from the text within an extended inference. Use evidence from several different parts to support inferences.	

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Inference, language and structure	**EI** **adjust initial thinking about the meaning of a word through gathering more information from the context** **infer meaning from figurative language (eg personification, similes, metaphors, abstract language, onomatopoeia)** **CI** **identify grammatical features of a sentence that infer additional information prefixes/suffixes, relative clauses, adverbs, modal verbs, adverbials, commas to mark clauses, commas for parenthesis, brackets, dashes** **GI** **identify themes within a text** **distinguish between statements of fact and opinion**	**EI** **draw on prior learning and new vocabulary to make inferences linked to a new text** **CI** **identify that language choice and register can infer formality and intended audience** **identify grammatical features of a sentence that infer additional information active, passive, subjunctive, adverbials, ellipsis, semi-colon, colon, hyphens** **GI** **identify similarities/shared themes between texts**	<u>Inference</u> **Create a detailed inference of a writer's intention.** **Understand the writer chooses the writing tools deliberately to influence the reader.** <u>Language</u> **identify a range of figurative language used by the writer.** **Identify what reader response is desired by the writer by their choice of language** **Understand that characters have been constructed by the writer to create effect.** **Understand that an author can choose metaphors to shape meaning.** **Understand that an author can choose similes to shape meaning.** **Understand that an author can choose verbs and adverbs to shape meaning.**	<u>Inference</u> **Use detailed language and description to add clarity to inferences.** **Use 'because' to explain how inference links to evidence.** **Use synonyms of words for key ideas to make inferences sophisticated.** <u>Language</u> **Justify what reader response is caused by a writer's choice of language.** **Understand how meaning is shaped by narration/narrators** **Evaluate an author's viewpoint and stylistic choices.** **Make informed predictions based on reading** **Understand how a writer uses the theme of mystery within their writing.**	<u>Inference</u> Create detailed inferences drawing on the context of a novel. Create detailed inferences drawing ideas from across a text Create detailed inferences drawing on understanding of a character's motivation <u>Language</u> Explore what reader response is caused by a writer's choice of language Understand how a writer can use a semantic field to shape meaning. Understand that a writer can use imagery to shape meaning. Understand how a writer uses the theme of fear within their writing. Understand how a writer uses the theme of hope within their writing	

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				Understand that an author can choose adjectives to shape meaning.	**Understand that a setting has been constructed by the writer to create effect.**	Understand how a writer can use the theme of regret within their writing.
				Understand that an author can use colloquial language to shape meaning.	**Understand that an author can use personification to shape meaning.**	Understand how connotations can lead to different interpretations of a text.
				Understand that an author can use monologue shape meaning.	**Understand that an author can use pathetic fallacy to shape meaning..**	
				Understand that words can have connotations that shape meaning.	**Understand why a writer makes language choices to create the effect of sympathy.**	
				Understand why a writer makes language choices to create the effect of tension	**Use 'could' to explore different interpretations of language.**	Non-fiction specific
						Understand how cyclical structure can influence the reader.
				Understand that an author can choose rhyme in shaping a text.	Non-fiction specific	
				Understand that an author can choose rhythm in shaping a text.	**Understand how personal pronouns can influence the reader.**	Understand how descriptive language can be used to influence an audience.
				Understand that an author can choose repetition when shaping a text.	**Understand how emotive language can influence the reader.**	
					Understand how anecdotes can influence the reader.	
				Non-fiction specific	**Understand how statistics can influence the reader.**	
				Identify persuasive techniques in a piece of writing.		

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				Understand how direct address can influence the reader. Understand how rhetorical devices can influence the reader. Understand how repetition can influence the reader. Structure Understand that a writer makes structural choices to create effect. Understand that an author can choose how to start a novel or chapter and this is called narrative opening. Understand that an author can choose how to finish a novel or chapter and this is called narrative closing. Understand that narrative order is the choice an author makes about	Recognise that the presentation of facts can be used to infer an author's point of view. Understand that non-fiction texts are shaped by their audience Understand the different purposes of nonfiction writing Understand the common features of non-fiction 'forms' Understand the main forms of non-fiction writing. Evaluate the effectiveness of a nonfiction writing Compare how non-fiction texts present an idea Structure. Show knowledge of poetic terminology Understand the writer can choose what to describe and when (Camera's eye view') and this is called narrative focus.	Structure Understand that foreshadowing is the writer providing hints of what is to come. Understand the choice of motif is an idea that recurs through a novel or extract Understand why a writer makes structural choices to create the effect of empathy. Understand why a writer makes structural choices to create the effect of fear. Use 'could' to explore different interpretations of structure. Comparison Justify how a writer's methods create similarities between texts. Justify how writer's methods create differences between two texts.	

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				how to start or finish a novel, chapter or extract. **Understand that narrative voice is the choice an author makes about which person to write in.** **Understand how punctuation influences reader response** **Comparison** **Use inference to identify a contrast between texts.** **Use inference to identify a comparison between texts.**	**Understand that juxtaposition draws the attention of the reader by describing two contrasting things.** **Understand that enjambment can be used to shape meaning.** **Understand that caesura can be used to shape meaning** **Understand how poetic techniques are used to create reader response** **Understand that dialogue is a direct reporting of speech to convey character.** **Understand why a writer makes structural choices to create the effect of tension** **Understand why a writer makes structural choices to create the effect of sympathy.** **Comparison** **Understand how a writer's experience can cause differences across texts.**	Understand how a theme is presented differently across two texts. Understand how language techniques can be used in different ways across two texts. Understand how historical context can cause differences between texts.	

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					Understand how a writer's experience can cause similarities across texts.		
	Contextual Understanding			**Introduction to Literature** **Understand what is meant by Literature** **Understand that a writer's own experiences and life influences a text.** **Understand how the culture of Ancient Greece influences the narrative of Prometheus Bound.** **Understand how the culture of Medieval England influences the narrative of King Arthur.** **Understand how the culture of Elizabethan England influenced Shakespeare's writing.** **Understand how the culture of late 1700s Europe and Shelley's life experiences influenced 'Frankenstein'**	**War Poetry** **Understand what day to day life was like for a soldier in WW2** **Understand the psychological effects of experiencing conflict.** **Long way down** **Understand how events in an author's life can influence their writing** **Understand the problems faced by in some impoverished African American communities** **Understand what is meant by gun/gang violence, its causes and consequences** **To know and identify African American vernacular** **Mystery short stories** **To be added by Jerry** **Speeches** **Understand the history of segregation in US**	**Shakespeare** Understand how the life experiences of William Shakespeare influenced his writing. Understand how the influence of the monarch shaped Shakespeare's writing Understand the influence of superstition in the Elizabethan era on Shakespeare's writing. Understand the role of religion in life in Elizabethan England. **Victorian England** Understand how the life experiences of Charles Dickens influenced his writing. Understand how the poor law affected Victorian society. Understand the effect of the industrial revolution on the UK.	

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				Understand the features of Victorian London and how it impacted people living there. To understand what life was like for orphans in Victorian London Private Peaceful Understand the experiences of soldiers in the trenches in WW1. Understand some of the key causes of WW1. Understand the culture of pre WW1 Britain. Power to the People To understand that the writer can be influenced by the context of the time they were writing or the events in their life. To understand how protest movements have led to the creation of music, speeches and poetry To understand how political figures such as MLK and JFK have	Understand key moments and figures in the US Civil Rights movement. Understand key moments and figures in the Black Lives Matter movement. Understand key facts and opinions about climate change. Understand the experiences of Malala Yousafzai as a child.		

				used speeches to convince and persuade a population on key issues **Tell Me No Lies** **AMND** Understand key differences with Shakespearean Language. Understand how the Globe theatre and its audience affected Shakepeare's plays.			