

INTRODUCTION

Reading

The following genres and text types are recommended at stage 8:

- **Fiction and poetry:** political novels/stories with social issues; myths and legends from around the world; humor; 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.

Fiction and poetry

Students will develop the following reading skills in relation to fiction and poetry:

- Recognize 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.

Fiction and poetry

- 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 Limes, 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.

Non-fiction

Students will develop the following reading skills in relation to non-fiction:

- 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.

Writing

Fiction and poetry

Students will develop the following skills in relation to writing their own fiction and poetry:

- 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.

Writing

- 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.

Non-fiction

Students will develop the following skills in relation to writing their own non-fiction:

- 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:
 - 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.

Phonics, spelling and vocabulary

Students will:

- 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 by noting down powerful words in books read. 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.

Grammar and punctuation

Reading

In their reading students will:

- Comment on the use of a wide range of punctuation to convey shades of meaning.

Grammar and punctuation

Writing

In their writing students will:

- 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 emphasize meaning, e.g. fronted adverbials, complex nouns or prepositional phrases.