

English Manifest: Year 9

Reading- When reading a text, I can....	R	A	G
<p>a) Analyse the conscious crafting of a text from beginning to end.</p> <p>b) Analyse and draw together key quotations with appropriate subject terminology</p> <p>c) Clearly synthesise and explore how the language and structure of some texts are similar or different</p> <p>d) Infer layers of meaning about grammatical and literary devices</p> <p>e) Analyse how word choices shape or change the meaning of a text</p> <p>f) Infer ideas about the impact and balance of fact and opinion in non-fiction texts</p> <p>g) Analyse the layers of meaning that underpin a writer's intention and viewpoint</p> <p>h) Develop a clear opening argument using implicit and explicit information and use textual references to develop the argument</p> <p>i) Analyse writer's methods in both seen and unseen extracts; showing understanding of plot, sequencing, openings, endings, shifts, patterns, character development</p> <p>j) Analyse how empathy is crafted and developed in texts</p> <p>k) Evaluate the way writers use language to create meaning, develop characters, create perspective, create settings, convey themes</p> <p>l) Recognise and analyse patterns of symbols and motifs that run across different texts</p> <p>m) Confident language, tone and structural analysis of set texts and key extracts</p> <p>n) Compare and contrast writer's methods to create different meanings</p> <p>o) Make strong links between the influences that historical texts have influenced a writer's choices</p> <p>p) Infer layers of meaning about the shape and pattern of a range of texts and genres.</p> <p>q) Analyse how texts are used to suit particular purposes and audiences.</p> <p>r) Make clear links to the development of stories over time</p>			

Writing: I can...

Creative Writing

- Develop imaginative or unusual perspective
- Explore different ways to open/end and sequence writing
- Use some narrative/descriptive devices
- Conscious crafting of language and structural features
- Develop engaging tone/ writing style (being amusing/ entertaining)

a) Vocabulary

- Define and deploy complex words with precision
- Use key vocabulary and terminology lists when re-drafting
- Understand what words mean in context
- Recognise layers of meaning in choice of words and appreciate connotations

b) Sentences

- Use variety of sentences to create meaning
- Integrate speech, references and direct quotations effectively in sentences

c) Punctuation

- Use full range of (sophisticated) punctuation to clarify meaning

d) Paragraphing

- Use a variety of ways to open, develop, link and complete paragraphs

e) Standard English

- Use appropriate formality for each purpose

f) Spelling

- Recognise own strengths and use strategies to eliminate persistent errors
- Highly accurate spelling for all complex words, including subject specific terminology