

English Manifest: Year 9

Reading- When reading a text, I can....	R	A	G
<ul style="list-style-type: none">a) Analyse the conscious crafting of a text from beginning to end.b) Analyse and draw together key quotations with appropriate subject terminology.c) Clearly synthesise and explore how the language and structure of some texts are similar or different.d) Infer layers of meaning about grammatical and literary devices.e) Analyse how word choices shape or change the meaning of a text.f) Infer ideas about the impact and balance of fact and opinion in non-fiction texts.g) Analyse the layers of meaning that underpin a writer's intention and viewpoint.h) Develop a clear opening argument using implicit and explicit information and use textual references to develop the argument.i) Analyse writer's methods in both seen and unseen extracts; showing understanding of plot, sequencing, openings, endings, shifts, patterns, character development.j) Analyse how empathy is crafted and developed in texts.k) Evaluate the way writers use language to create meaning, develop characters, create perspective, create settings, convey themes.l) Recognise and analyse patterns of symbols and motifs that run across different texts.m) Confident language, tone and structural analysis of set texts and key extracts.n) Compare and contrast writer's methods to create different meanings.o) Make strong links between the influences that historical texts have influenced a writer's choices.p) Infer layers of meaning about the shape and pattern of a range of texts and genres.q) Analyse how texts are used to suit particular purposes and audiences.r) Make clear links to the development of stories over time.			

Writing: I can...			
<p><u>Creative Writing</u></p> <ul style="list-style-type: none"> • 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) <p>a) <u>Vocabulary</u></p> <ul style="list-style-type: none"> • 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 <p>b) <u>Sentences</u></p> <ul style="list-style-type: none"> • Use variety of sentences to create meaning, including minor sentences • Integrate speech, references and direct quotations effectively in sentences <p>c) <u>Punctuation</u></p> <ul style="list-style-type: none"> • Use full range of (sophisticated) punctuation to clarify meaning, including using semi colons accurately <p>d) <u>Paragraphing</u></p> <ul style="list-style-type: none"> • Use a variety of ways to open, develop, link and complete paragraphs, including conscious crafting for effect <p>e) <u>Standard English</u></p> <ul style="list-style-type: none"> • Use appropriate formality for each purpose <p>f) <u>Spelling</u></p> <ul style="list-style-type: none"> • Recognise own strengths and use strategies to eliminate persistent errors • Highly accurate spelling for all complex words, including subject specific terminology 			