Index for Text level Work (part 1)

*The entries in italics are included in an appendix to this index. This supplementary index provides a greater level of detail about the work on each of the different forms of text mentioned in the framework document (explanatory texts, information texts, instructions, letters, notes, persuasive texts, playscripts, poems, recounts, reports and stories).

Index of themes

Ind their styles I I I I I I I I I I I I I I	compare/contrast works by the same author; discuss preferences & reasons for these find out about popular authors identifying familiar features of a writer's work how texts can be rooted in writer's experience how they record and acknowledge their sources write in the style of be familiar with established authors' work increase familiarity with significant poets/writers of the past connections & contrasts in the work of different writers style of individual author; describe/evaluate style reading, investigating, writing* reading, investigating, writing* creation of opening, build-up, atmosphere humour, types of		Гегт 2			Term 2	n 3		Γern 2 ✓			Гегн 2
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	humour, types of		Ľ	1	Ľ			Ľ				
6 2 1				× /								
				~								
1	expressive/descriptive language; figurative language; simile					1	<u> </u>					
	arguments/persuasive writing/advertisements - style/vocabulary,						1					J
	linguistic devices											1
	word play							1				
j	impersonal style, passive voice; technical vocabulary; hypothetical								1			1
	language											l
	distinguish author and narrator, narrative viewpoint								1			
	literal and figurative language; effects of imagery in poetry and								1			
									•			J
	prose											
	deliberate use of ambiguity, half-truth, bias; how opinion can be									1		l
	disguised as fact											
	comment on the language, style, success of non-fiction works										1	
anguage, features and u	understand fact and fiction	1										l
organisation of different forms of												l
ext												l
5	style and structure of fiction and non-fiction writing	1										
	compare real life/fiction			1								1
	1st and 3rd person accounts			1								1
				•								
	identify different types of text				1							-
	features of non-fiction texts				1							
	distinguish fact and opinion				1							ļ
ł	how texts are targeted at particular readers; identify audience					1						
1	paragraphs, to organise and sequence information					1	1					l
(chapters						1					1
	features of different fiction genres; features of myths, legends and								1			
	fables								•			l
	how authors record and acknowledge their sources								1			
	0								×			<u> </u>
	compare oral and written story telling								~			
	challenge and appeal of older literature	<u> </u>			I		<u> </u>	I		1		
	distinguishing between fact, opinion and fiction				<u> </u>			<u> </u>			1	ļ
f	features of official language; balanced written arguments;											1
	different types of literary texts				1							l
	the way standard English varies in different contexts											1
	compare texts - styles, preoccupations, values; appeal to reader;				İ –							
	strengths/weaknesses											l
					-		\vdash			-		
	non-fiction text types and their characteristics key features of impersonal formal language		i i									1

Theme	Activity/Knowledge/Skill	У	/ear	3	Ŋ	ear	4	Y	ear	5	Y	ear (б
	i B		Tern	n	,	Term			Tern	n '		erm	ı
		1	2	3	1	2	3	1	2	3	1	2	3
Letters	reading, investigating, writing*			1						1			_
Newspaper reports*	see Reports												
Non-chronological reports*	see Reports												
Note making (see also	reading, writing; reading, investigating, writing*		1	1		1		1	1	1			
summarising)	reading, writing, reading, investigating, writing		•	•		•				•			
Persuasive	reading, investigating, writing*						1			1		1	
writing/arguments/adverts							-			-		-	
Playscripts	reading, investigating, writing*	1			1			1			1		
Poems	reading, reciting, performing*	1	1	1				1	1	1		1	
	poems and rhyme*	1				1	1	1					-
	poems: range, form, style, content of poems*	1			1		1	1	1	1		1	_
	poems: readers' response to poems*	1						J	1	1		1	_
	poems: veiting poetry*	V	1	1	1	1	1	1		✓	1	-	_
Reading: range of types of texts	read stories	V		1	,	1	1	1	• •	1	✓	1	,
Reading: Tange of types of texts	read poems	V	1	./	1	1		1	√				_
	read/use index/contents pages; dictionaries/bibliographies;	1	•	./	7	./	•	•	-	•		-	_
	classification systems etc.	l *		v	ľ	•							
	read playscripts	1			1			1			1		
	read information texts	Ĭ,			×			V		1	-		-
		•			1				├──┤	1		\rightarrow	_
	read instructional texts		1		~			~					
	read letters	_		✓						✓			
	read reports (newspaper reports; non-chronological reports)	_			1	_					1		
	read explanatory texts					1			-				•
	read arguments/discussions; advertisements/persuasive texts						1			1		-	
	widen reading experience						1						
	read recounted texts							1					
	read examples of word play							1					
	read/use notes								1				
	read a range of texts from different cultures									1			
	older literature									1			
	read biography and autobiography										1		
	compare written version of story/play with film/TV version										1		
	read periodicals, reviews, reports, leaflets										1		
	read a range of literary texts											1	
	read examples of official language											1	-
	study in depth one genre											1	
	read a range of non-fiction texts											-	-
Reading skills/strategies -	'scaning' to locate information quickly and accurately			1									-
skimming, scanning, close	seaming to isolate information quickly and accurately			•									
reading, appraising text													
	strategies for reading IT texts				1								
	scan texts for key words or phrases					1							
	describe/review own reading habits						1						-
	develop active attitude to reading						•	1					-
	scanning; skimming; close reading	-						•	1				
	to appraise a text quickly and effectively								-				,
	scanning/skimming for efficient research	1					-			-		\dashv	_
Panding: research skills		1		<u> </u>					1		\vdash	\rightarrow	_
Reading: research skills	use contents, index, headings, sub-headings, page nos.,	1		1					-				
	bibliographies	+			-				\vdash		┢──┤	\dashv	-
	locate books by their classification	-		-			<u> </u>			<u> </u>	\vdash	\rightarrow	_
	prepare for research by reviewing what is known/what they need	1		1		✓			1				
	to find out etc.	-										\rightarrow	
	locate information confidently and efficiently	-							1		\vdash	\dashv	
	text-marking	<u> </u>							1		⊢	$ \rightarrow $	
Reading	keeping a reading log/journal	1		1	I	1		1	1	1	4		

Theme	Activity/Knowledge/Skill	Ŋ	/ear	3	У	/ear	4	Y	'ear	5	Y	ear	5
		1	Гегп 2	1	1	Гегп 2	n 3	1	Гегн 2	1 3	T 1	erm	3
Reading: readers' response/writing in response to texts read	make a record of information from texts read	 ✓	2	5	1	2	5	1	2	5	1	2	
·	express their views about story/poem, identify words/phrases to support view	1											
	describe/sequence key incidents of a story in a variety of ways		1										
	write book reviews for a specified audience			1									
	evaluate stories, justify preferences			1									
	re-tell main points of a story			1									
	review a range of stories					✓							
	appraise a non-fiction book					1							
	write about an issue or dilemma raised in a story						1						
	discuss enduring appeal of established authors/'classic' texts							1					
	evaluate a book, referring to details/examples							1					
	compare different versions of the same story								1				-
	compare/evaluate different sources								1				-
	consider/evaluate cultural features in relation to own experience									1			
	identify cultural features by reference to the text									1			
	evaluate texts for persuasiveness, clarity, quality of information									1			
	write discursively about a novel/story									1			-
	compare/evaluate printed version with film/TV version										1		-
	discuss literature constructively; articulate personal responses												-
	success of texts/writers in evoking particular responses										•	1	-
	discuss writers choice of style and form											•	-
	write book summaries, relevant to purpose; brief synopsis of a text												_
	write brief helpful review tailored for real audience												_
	raise & refine personal responses to a text												_
Recounts	reading, investigating, writing*			1				1					_
Reports (including non- chronological reports; newspaper	reading, investigating, writing*	1			1				~		1		
reports)													
Stories	read, compare and investigate*	1	1	1	1	1	1	1	1	✓	1	1	•
	stories - story settings: investigating and writing*	1			1	1							
	stories - characters in stories*		1	1	1		1	1	1				
	stories - structure and organisation of stories*	1			1	1	1	1	1			1	
	stories - point of view/narrative view*	1	1						1	1	1		
Summarising	see also note making*			1		1	1				~	~	
Terms	'fact', 'fiction', 'non-fiction'	1				,							-
	fact and opinion				1								
	ballad, sonnet, rap, elegy, narrative poem								1				
	verse, chorus, couplet, stanza, rhyme, rhythm, alliteration						1						
Writing: planning writing	plan main points as a structure for story; story plan for own myth, fable, traditional tale		1										
	plot a sequence of episodesmodelled on known story	1		1									_
	identify the stages of telling a story; use different ways of	1			1								_
	planning stories												
	the presentation of a point of view	L					1						_
	plan, compose, edit, refine short explanatory texts/short non- chronological reports								~				
	draft, write individual, group or class letters for real purposes									1			-
	,		H		-						-		-

Theme	Activity/Knowledge/Skill	Y	'ear	3	Y	'ear	4	Y	/ear	5	Y	ear 6	;
		1	Fern	n	5	Fern	n	1	Tern	a	Т	erm	
		1	2	3	1	2	3	1	2	3	1	2	3
Writing - range of forms	writing dialogue	✓											
	writing poems	1	1	1		1	1	1	1	1	1		1
	writing descriptions	1	1			1							
	writing playscripts	✓						1					
	writing stories (whole or part)		1	1	1	1	1	1	1		1	1	1
	writing notes/summaries		1	1		1	1				1	1	1
	writing about characters		1		1								
	writing instructions		>		1								
	writing book reviews/about a story			1			\	1	1	1			1
	writing letters			1						1			
	writing reports/commentary			1	1				1	1	✓	1	
	writing explanations					1			1				
	writing arguments/persuasive writing; advertisements						\			1		1	
	make alphabetically ordered texts			1									
	writing a first person account			1									
	writing messages matched to intended reader			1									
	writing about the same event in different forms			1									
	writing about an issue or dilemma raised in a story						<						
	evaluating their work								1				
	writing from another character's point of view									1			
	writing a commentary on an issue									1			
	creating biographical and autobiographical writing (in role)										1		
	write using a journalistic style										1		
	writing commentaries/summaries crediting others views											1	
	parody a literary text											1	
	producing an extended, polished piece of writing in studied genre											1	
	write use different genres as models											1	
	write using impersonal style (including present tense/passive												4
	voice)												
	compare texts in writing												4
Writing - techniques/skills of	begin using paragraphs in dialogue/in stories	<											
	write for a known audience	<											
	write using simple formats to capture key points		>										
	use IT to bring writing to a published form			1									
	organise writing into paragraphs				<								
	write independently, linking own experience to situations in				1								
	historical stories												
	improving cohesion of written instructions				1								
	improve cohesion of written explanations					>							
	record and acknowledge sources in their own writing								1				
	review and edit writing to match audience								1				
	write in the style of the author									1			
	use IT to plan, revise, edit and bring to a publication standard										~	Τ	
	(incl. layout/presentation)												
	develop a journalistic style/use the styles/conventions of										~	Τ	
	journalism												
	write in well linked paragraphs												4
	select the appropriate style/form for purpose/audience										\square		4
	annotate passages in response to questions									1	1 [4