

Text: Building Skills in English Mapping

This document matches iLowerSecondary objectives against the UK English course – Text: Building Skills in English. You can be confident that by following the teaching planning provided by this proven Pearson UK resource your students will cover all of the required objectives of iLowerSecondary by the end of Year 9.

Contact your local Pearson representative in order to purchase the required books for this course.

Year 7

Term/Unit	Activities	iLowerSecondary objectives covered
Book 1 Unit 1: A life's story	<p>This unit explores the structure of autobiographical and biographical texts. It provides a range of modern texts for students to examine and analyse their structure and how they appeal to an audience.</p> <p>The two Assessment tasks focus on reading skills and writing to inform, explain and describe. Students are given a step-by-step guide to help them plan and write their biography.</p>	<p>R7.1A Use strategies to decode unfamiliar words.</p> <p>R7.1A Read largely accurately and with understanding.</p> <p>R7.1C Identify and paraphrase key information in a text or in spoken language.</p> <p>R7.2A Identify a writer's or speaker's intention and viewpoint.</p> <p>R7.2C Support ideas with relevant evidence.</p> <p>R7.3A Exploring the writer's selection, structure and organisation of ideas.</p> <p>W7.1A Gather some relevant ideas before writing.</p> <p>W7.1B Identify errors in spelling, punctuation and grammar when prompted to re-read own work.</p> <p>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</p> <p>W7.3I Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some</p>

		<p>accuracy; use colons, semi-colons and dashes to separate independent clauses.</p> <p>W7.3J Use grammatical terminology for punctuation marks with some accuracy.</p>
<p>Book 1</p> <p>Unit 2:</p> <p>News</p>	<p>This unit explores how news is selected, structured and presented to appeal to its target audiences and how language is used to present a point of view and influence readers. The two Assessment tasks focus on group-work skills in presenting role-play and reading for meaning.</p>	<p>R7.1A Read largely accurately and with understanding.</p> <p>R7.1B Identify and retrieve key points of information in a text or in spoken language.</p> <p>R7.1E Make broad inferences from a text or spoken language, supporting them with a range of evidence.</p> <p>R7.2A Identify a writer's or speaker's intention and viewpoint.</p> <p>R7.2D Make simple comparisons between two texts.</p> <p>R7.3A Exploring the writer's selection, structure and organisation of ideas.</p> <p>R7.4B Identify some of a writer's or speaker's significant vocabulary choices.</p> <p>W7.2A Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations).</p> <p>W7.2B Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.</p> <p>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</p> <p>W7.3G Select vocabulary appropriate to purpose in text and spoken language.</p> <p>W7.3I Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some</p>

		<p>accuracy; use colons, semi-colons and dashes to separate independent clauses.</p> <p>W7.3J Use grammatical terminology for punctuation marks with some accuracy.</p>
<p>Book 1 Unit 3: Gothic tales</p>	<p>This unit explores the techniques that Gothic writing uses to capture a reader's interest. It looks at traditional and Gothic writing and encourages students to incorporate many of the techniques in their own original writing.</p> <p>The first Assessment task is a Speaking and Listening activity, using group work to produce an audio tour for 'Murder Manor'. The second Assessment task focuses on writing to imagine, explore and entertain. Students are guided to produce the opening chapter for a horror story, following a structured plan with clear success criteria.</p>	<p>R7.1C Identify and paraphrase key information in a text or in spoken language.</p> <p>R7.1F Read age-appropriate texts from a range of genres and forms (e.g. fiction, non-fiction, short stories and plays) from different origins (e.g. contemporary, pre-1914, Shakespearean and world literature) and begin to develop personal preferences.</p> <p>R7.2A Identify a writer's or speaker's intention and viewpoint.</p> <p>W7.1C Review and revise vocabulary choice when prompted.</p> <p>W7.2A Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations).</p> <p>W7.2B Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.</p> <p>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</p> <p>W7.3A Understand that different contexts require different registers, and that Standard English is dependent on determiner/noun/verb agreement, verb form, vocabulary choice and sentence structure.</p> <p>W7.3E Use a range of sentence lengths for clarity and variety.</p>

		<p>W7.3G Select vocabulary appropriate to purpose in text and spoken language.</p> <p>W7.3I Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some accuracy; use colons, semi-colons and dashes to separate independent clauses.</p> <p>W7.3J Use grammatical terminology for punctuation marks with some accuracy.</p>
<p>Book 1 Unit 4: Our world</p>	<p>This unit explores texts from other cultures and encourages the students to make connections with their own culture.</p> <p>The two Assessment tasks are focused on reading a literary text and writing to analyse, review and comment. The reading task involves students writing the answers to a series of questions based around a text. The writing task asks students to analyse and comment on the topical issue of school uniform.</p>	<p>R7.1B Identify and retrieve key points of information in a text or in spoken language.</p> <p>R7.1C Identify and paraphrase key information in a text or in spoken language.</p> <p>R7.1E Make broad inferences from a text or spoken language, supporting them with a range of evidence.</p> <p>R7.1F Read age-appropriate texts from a range of genres and forms (e.g. fiction, non-fiction, short stories and plays) from different origins (e.g. contemporary, pre-1914, Shakespearean and world literature) and begin to develop personal preferences.</p> <p>R7.2A Identify a writer's or speaker's intention and viewpoint.</p> <p>R7.4A Identify some of a writer's or speaker's choices of grammatical features and sentence structure.</p> <p>W7.1A Gather some relevant ideas before writing.</p> <p>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</p> <p>W7.3A Understand that different contexts require different registers, and that Standard English is dependent on determiner/noun/verb agreement, verb form, vocabulary choice and sentence structure.</p>

		<p>W7.3B Understand the reasons for starting a new paragraph.</p> <p>W7.3C Use a variety of subordinating conjunctions with clarity and precision.</p> <p>W7.3F Use pronouns to achieve cohesion and clarity.</p>
<p>Book 1 Unit 5: Pen rhythm</p>	<p>This unit explores the poetry of Benjamin Zephaniah, looking at the key features of language and structure, then focusing on how to organise a personal response in writing.</p> <p>The two Assessment tasks focus on selecting and presenting poetry for a specific audience, and comparing two linked poems.</p>	<p>R7.1D Compare, contrast and/or combine key points of information within a text or in spoken language.</p> <p>R7.1F Read age-appropriate texts from a range of genres and forms (e.g. fiction, non-fiction, short stories and plays) from different origins (e.g. contemporary, pre-1914, Shakespearean and world literature) and begin to develop personal preferences.</p> <p>R7.2A Identify a writer's or speaker's intention and viewpoint.</p> <p>R7.2B Express a personal response to a text through writing, discussion or presentation, supported with some objective statements.</p> <p>R7.4B Identify some of a writer's or speaker's significant vocabulary choices.</p> <p>R7.2E Express responses to questions in both formal written answers and considerate discussion.</p> <p>W7.1A Gather some relevant ideas before writing.</p> <p>W7.2A Use some of the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations).</p> <p>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</p> <p>W7.2D Link paragraphs using a limited range of adverbials.</p>

		<p>W7.3B Understand the reasons for starting a new paragraph.</p> <p>W7.3H Spell high-frequency words and regular inflections accurately.</p>
<p>Book 1 Unit 6: Take action</p>	<p>This unit explores how information can be located; how it is written and presented to appeal to a specific target audience; how language can be used to persuade; and how to approach planning, drafting, editing and revising an extended piece of writing to argue.</p> <p>The two Assessment tasks focus on listening to and analysing a persuasive speech and writing a leaflet to argue a point of view.</p>	<p>R7.1B Identify and retrieve key points of information in a text or in spoken language.</p> <p>R7.1C Identify and paraphrase key information in a text or in spoken language.</p> <p>R7.1E Make broad inferences from a text or spoken language, supporting them with a range of evidence.</p> <p>R7.2A Identify a writer's or speaker's intention and viewpoint.</p> <p>R7.2E Express responses to questions in both formal written answers and considerate discussion.</p> <p>R7.4A Identify some of a writer's or speaker's choices of grammatical features and sentence structure.</p> <p>W7.2B Use appropriate linguistic conventions for a range of purposes and audiences, e.g. to argue, to inform or to narrate.</p> <p>W7.2C Use some of the organisational conventions of a range of forms, for a range of purposes and audiences.</p> <p>W7.2D Link paragraphs using a limited range of adverbials.</p> <p>W7.3B Understand the reasons for starting a new paragraph.</p> <p>W7.3D Use a variety of subject-verb sentence openings.</p> <p>W7.3E Use a range of sentence lengths for clarity and variety.</p> <p>W7.1B Identify errors in spelling, punctuation and grammar when prompted to re-read own work.</p>

		<p>W7.3H Spell high-frequency words and regular inflections accurately.</p> <p>W7.3I Use upper-case letters, end punctuation, commas, speech marks, apostrophes with some accuracy; use colons, semi-colons and dashes to separate independent clauses.</p> <p>W7.3J Use grammatical terminology for punctuation marks with some accuracy.</p>
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Year 8

Term/Unit	Activities	iLowerSecondary objectives covered
Book 2 Unit 1: Advertising	<p>This unit focuses on persuasion through advertising, and argument through formal writing. In both cases it looks at language, layout and presentation, with a clear focus on target audience, to influence attitudes and change opinions.</p> <p>The Assessment tasks focus on a persuasive speaking and listening presentation on the development and advertising of a product, and a piece of formal writing to argue.</p>	<p>R8.1D Compare, contrast and/or combine key points from within a text or in spoken language, with the context in which it was written or spoken.</p> <p>R8.1E Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.</p> <p>R8.2A Explore a writer's or speaker's intention and viewpoint.</p> <p>R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R8.2C Select relevant, focused evidence to support ideas.</p> <p>R8.3A Exploring the writer's selection, structure and organisation of ideas.</p> <p>R8.4A Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.</p> <p>R8.4B Explore the impact of some of the writer's or speaker's significant vocabulary choices.</p> <p>W8.1A Gather and structure a range of relevant ideas before writing.</p> <p>W8.2A Use the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks</p>

		<p>and presentations), with confidence and understanding.</p> <p>W8.2B Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.</p> <p>W8.3A Write in Standard English and a largely appropriate register.</p> <p>W8.3C Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence.</p> <p>W8.3E Constructing sentences for clarity and for impact.</p> <p>W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.</p> <p>W8.3J Use grammatical terminology for parts of speech with some accuracy.</p>
<p>Book 2</p> <p>Unit 1:</p> <p>Drama</p>	<p>This unit uses a variety of script types to engage students with the reading skills required to explore drama texts. Students will focus on the purpose, form and different effects on the audience. They will analyse and engage with a range of scripts from different periods of time.</p> <p>The Reading Assessment task focuses on a close reading of <i>Gregory's Girl</i>. The Speaking and Listening Assessment task provides students with the opportunity to improvise their own scene from a television drama.</p>	<p>R8.1A Read largely accurately and with understanding.</p> <p>R8.2A Explore a writer's or speaker's intention and viewpoint.</p> <p>R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R8.2D Make developed comparisons between two texts across different genres.</p> <p>R8.2E Express responses to prompts in formal factual writing, imaginative work and presentations, and develop discussion techniques.</p>

		<p>R8.4A Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.</p> <p>W8.1A Gather and structure a range of relevant ideas before writing.</p> <p>W8.2A Use the presentational conventions of a range of forms, for a range of purposes and audiences (e.g. academic essays, stories, scripts and notes for talks and presentations), with confidence and understanding.</p> <p>W8.2C Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</p> <p>W8.3A Write in Standard English and a largely appropriate register.</p> <p>W8.3J Use grammatical terminology for parts of speech with some accuracy.</p>
Book 2 Unit 3: Detective	<p>This unit uses the detective genre to focus students, as both reader and writer, on plot and characterisation in fiction – elements which dominate the genre. Plot, in particular, is used to explore the relationship between the writer, their intentions and the reader.</p> <p>The Assessment tasks focus on close reading and comparison, and on writing the opening of a detective story using a range of structural and language techniques to capture the reader's attention.</p>	<p>R8.1C Summarise a short text or speech effectively, selecting appropriate and relevant detail.</p> <p>R8.1D Compare, contrast and/or combine key points from within a text or in spoken language, with the context in which it was written or spoken.</p> <p>R8.1E Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices.</p> <p>R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p>

		<p>R8.4A Explore the impact of some of a writer's or speaker's choices of grammatical features and sentence structure.</p> <p>R8.4B Explore the impact of some of the writer's or speaker's significant vocabulary choices.</p> <p>W8.1B Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading.</p> <p>W8.2B Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.</p> <p>W8.2C Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</p> <p>W8.2D Link paragraphs in text and spoken language using adverbials to signal the development of ideas.</p> <p>W8.3D Use a range of sentence openings in addition to subject-verb sentence openings, starting to develop variety.</p> <p>W8.3F Use determiners to achieve cohesion and clarity.</p> <p>W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.</p>
Book 2 Unit 4: Communication	This unit explores a range of non-fiction texts that are topical and relevant to the students. The first Assessment task focuses on developing a student's ability to read and obtain material	R8.1A Read largely accurately and with understanding.

from a range of non-fiction sources. It requires students to think about the effect of presentational and language features on the reader. The second Assessment task requires students to write a review of a television programme that they dislike.

- R8.1C** Summarise a short text or speech effectively, selecting appropriate and relevant detail.
- R8.2A** Explore a writer's or speaker's intention and viewpoint.
- R8.2B** Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.
- R8.2C** Select relevant, focused evidence to support ideas.
- R8.2D** Make developed comparisons between two texts across different genres.
- R8.2E** Express responses to prompts in formal factual writing, imaginative work and presentations, and develop discussion techniques.
- R8.4B** Explore the impact of some of the writer's or speaker's significant vocabulary choices.
- W8.2B** Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.
- W8.2C** Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.
- W8.3A** Write in Standard English and a largely appropriate register.
- W8.3B** Divide text into paragraphs with accuracy and consistency.
- W8.3E** Constructing sentences for clarity and for impact.

		<p>W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.</p>
<p>Book 2 Unit 5: History of language</p>	<p>This unit uses a range of texts from the last 1000 years to explore language change over time. It provides opportunities to explore the vast vocabulary of English, how words emerge and are created, slang and dialect, and the need to select language appropriate to audience in a range of contexts. The Assessment tasks focus on listening and reading for information. The first asks students to make notes as they listen to a discussion of the development of the <i>Oxford English Dictionary</i>, then develop questions for the interviewee from those notes. The second requires students to read two articles on text-speak and slang and answer set questions, quoting where appropriate.</p>	<p>R8.1A Read largely accurately and with understanding. R8.1B Identify and retrieve a range of key information in a text or in spoken language. R8.1D Compare, contrast and/or combine key points from within a text or in spoken language, with the context in which it was written or spoken. W8.1A Gather and structure a range of relevant ideas before writing. W8.3A Write in Standard English and a largely appropriate register. W8.3G Select vocabulary in text and spoken language with growing precision. W8.3H Spell homophones, words with single/double letters and 'silent' letters with some accuracy. W8.3J Use grammatical terminology for parts of speech with some accuracy.</p>
<p>Book 2 Unit 6: Places and perspectives</p>	<p>This unit uses a range of texts from the genre of travel writing, looking at the conventions of the genre and the different types of texts that exist within it, including instructional texts, recount texts and evaluative texts – students read such texts in this unit and are tasked with writing their own. The first Assessment Task focuses on producing two different pieces of travel writing about Machu Picchu. The second task requires students to work as part of a group in order to</p>	<p>R8.1B Identify and retrieve a range of key information in a text or in spoken language. R8.1C Summarise a short text or speech effectively, selecting appropriate and relevant detail. R8.1E Make inferences from specific evidence found in a text or in spoken language, including specific vocabulary choices. R8.2A Explore a writer's or speaker's intention and viewpoint.</p>

	<p>organise a travel expedition and solve problems during that expedition.</p>	<p>R8.2B Express a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R8.2E Express responses to prompts in formal factual writing, imaginative work and presentations, and develop discussion techniques.</p> <p>R8.3A Exploring the writer's selection, structure and organisation of ideas.</p> <p>W8.1B Correct a range of errors in spelling, punctuation and grammar independently after writing, beginning to develop strategies for proofreading.</p> <p>W8.1C Review and revise vocabulary choice after writing.</p> <p>W8.2B Use appropriate linguistic conventions to achieve a wider range of purposes and address a wider range of audiences, e.g. to explain, to describe or to persuade, with confidence and understanding.</p> <p>W8.2C Use the organisational conventions of a range of forms, for a range of purposes and audiences, with confidence and understanding, including spoken-language forms such as presentations.</p> <p>W8.3H Spell homophones, words with single/double letters and 'silent' letters with some accuracy.</p> <p>W8.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and consistency.</p>
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Year 9

Term/Unit	Activities	iLowerSecondary objectives covered
Book 3 Unit 1: Reality	<p>This unit explores how reality is presented in the media, including the genres of reality television, reportage, documentary and sports reporting. It concentrates on the creation and manipulation of audience response through language choice and the decisions of editors and writers, culminating in an exploration of bias and writing to argue. The Assessment tasks focus on a close reading and comparison task and argument writing, considering the impact of government policies and schemes on personal freedom and identity control.</p>	<p>R9.1C Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.</p> <p>R9.1D Compare, contrast and/or combine relevant key points from two or more texts and the contexts in which they were written.</p> <p>R9.2A Respond to a writer's or speaker's intention and viewpoint.</p> <p>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R9.2C Select a range of relevant, focused evidence to support ideas.</p> <p>R9.2D Make specific comparisons between two texts across different genres.</p> <p>R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.</p> <p>W9.1A Gather and shape a range of relevant ideas before writing.</p> <p>W9.2A Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly.</p> <p>W9.2B Select and use appropriate linguistic conventions for a range of purposes and audiences,</p>

		<p>including intonation, tone, volume and expression in spoken language.</p> <p>W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.</p> <p>W9.3A Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.</p> <p>W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.</p> <p>W9.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.</p> <p>W9.3J Use a wide range of grammatical terminology correctly and with confidence.</p>
<p>Book 3</p> <p>Unit 2:</p> <p>Magazines</p>	<p>This unit explores the impact of magazine writing and images on readers, including whole-text and paragraph structure, sentence types and language choices in a range of writing purposes.</p> <p>The Assessment tasks feature a speaking and listening group task to read a range of problem letters and produce an appropriate response, and a writing task clearly focusing on audience and purpose.</p>	<p>R9.1A Read accurately and with understanding.</p> <p>R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.</p> <p>R9.2A Respond to a writer's or speaker's intention and viewpoint.</p> <p>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R9.2E Express responses to prompts with confidence in a range of techniques, including discussion, formal</p>

		<p>and imaginative writing, formal presentation and debate.</p> <p>R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.</p> <p>R9.4A Respond to a writer's or speaker's choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>R9.4B Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>W9.1B Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy.</p> <p>W9.1C Review and revise sentence and text structure and vocabulary choice after writing.</p> <p>W9.2A Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly.</p> <p>W9.2D Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes.</p> <p>W9.3A Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.</p> <p>W9.3B Structure paragraphs to organise content effectively.</p>
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<p>Book 3 Unit 3: Short stories</p>	<p>This unit explores the impact on readers of a short story's structure, language choice, character development and themes. It encourages a range of reading strategies to analyse and compare a wide selection of stories from different cultures and traditions, and covers the effective planning of a short story. The Assessment tasks focus on a close reading of a complete short story and the writing of an original short story.</p>	<p>R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.</p> <p>R9.1E Make inferences from a range of evidence found in two or more texts or instances of spoken language.</p> <p>R9.2A Respond to a writer's or speaker's intention and viewpoint.</p> <p>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.</p> <p>R9.4B Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>W9.1A Gather and shape a range of relevant ideas before writing.</p>

		<p>W9.1B Develop a reliable proofreading strategy based on an evaluation of strengths and weaknesses in written accuracy.</p> <p>W9.1C Review and revise sentence and text structure and vocabulary choice after writing.</p> <p>W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.</p> <p>W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.</p> <p>W9.3G Select vocabulary in text and spoken language for effect and impact.</p> <p>W9.3J Use a wide range of grammatical terminology correctly and with confidence.</p>
<p>Book 3 Unit 4: The language of warfare</p>	<p>This unit explores the language of warfare through prose and poetry. Students will explore the social, historical and cultural context of a variety of modern and older types of texts. The first Assessment task focuses on Reading for meaning. The second Assessment task focuses on Speaking and Listening. The unit contains a range of individual, group and paired activities and there is a variety of AFL strategies suggested for the teaching of this unit.</p>	<p>R9.1A Maintain comprehension while reading increasingly consistently.</p> <p>R9.1A Read accurately and with understanding.</p> <p>R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.</p> <p>R9.2A Respond to a writer's or speaker's intention and viewpoint.</p> <p>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R9.2C Select a range of relevant, focused evidence to support ideas.</p>

		<p>R9.2D Make specific comparisons between two texts across different genres.</p> <p>R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.</p> <p>R9.4A Respond to a writer's or speaker's choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>R9.4B Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>W9.2A Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly.</p> <p>W9.2B Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.</p> <p>W9.3A Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.</p> <p>W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.</p> <p>W9.3F Use synonyms to achieve cohesion and clarity in text and spoken language.</p>
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		<p>W9.3G Select vocabulary in text and spoken language for effect and impact.</p> <p>W9.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.</p> <p>W9.3J Use a wide range of grammatical terminology correctly and with confidence.</p>
<p>Book 3 Unit 5: Shakespeare's <i>Romeo and Juliet</i></p>	<p>This unit explores Shakespeare's play <i>Romeo and Juliet</i>, focusing on characterisation, themes, Shakespeare's use of language and the text in performance. Students are encouraged to develop their ability to gather and record ideas, write descriptively and write formal essays. They will also build their ability to analyse and comment on language choices.</p> <p>The first Assessment task focuses on presenting a brief performance of key characters, ideas and scenes in the play for a younger audience. The second Assessment task focuses on writing formal examination-style essays.</p>	<p>R9.1A Maintain comprehension while reading increasingly consistently.</p> <p>R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.</p> <p>R9.1E Make inferences from a range of evidence found in two or more texts or instances of spoken language.</p> <p>R9.2A Respond to a writer's or speaker's intention and viewpoint.</p> <p>R9.2B Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects.</p> <p>R9.2C Select a range of relevant, focused evidence to support ideas.</p> <p>R9.2D Make specific comparisons between two texts across different genres.</p> <p>R9.2E Express responses to prompts with confidence in a range of techniques, including discussion, formal and imaginative writing, formal presentation and debate.</p>

		<p>R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.</p> <p>W9.1A Gather and shape a range of relevant ideas before writing.</p> <p>W9.2B Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.</p> <p>W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.</p> <p>W9.2D Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes.</p> <p>W9.3B Structure paragraphs to organise content effectively.</p> <p>W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.</p> <p>W9.3G Select vocabulary in text and spoken language for effect and impact.</p> <p>W9.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.</p> <p>W9.3J Use a wide range of grammatical terminology correctly and with confidence.</p>
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<p>Book 3 Unit 6: Setting up a company</p>	<p>This unit explores a range of writing and speaking for different purposes, based around the task of identifying and developing a new product. It centres around persuasion and report-writing, with particular emphasis on identifying audience and purpose, planning, structure, paragraph structure, sentence variety, language choice, and effective delivery.</p> <p>The Assessment tasks focus on a Speaking and Listening video presentation to promote a company, and a report-writing task.</p>	<p>R9.1B Identify and retrieve a range of key and supporting information in a text or in spoken language.</p> <p>R9.1C Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail.</p> <p>R9.1D Compare, contrast and/or combine relevant key points from two or more texts and the contexts in which they were written.</p> <p>R9.2A Respond to a writer's or speaker's intention and viewpoint.</p> <p>R9.2C Select a range of relevant, focused evidence to support ideas.</p> <p>R9.2E Express responses to prompts with confidence in a range of techniques, including discussion, formal and imaginative writing, formal presentation and debate.</p> <p>R9.3A Respond to a writer's or speaker's key structural or organisational choices for effect and impact.</p> <p>R9.4A Respond to a writer's or speaker's choices of grammatical features and sentence structure for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>R9.4B Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.</p> <p>W9.1A Gather and shape a range of relevant ideas before writing.</p>
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		<p>W9.2A Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly.</p> <p>W9.2B Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.</p> <p>W9.2C Organise texts and spoken presentations or debates to achieve intention and purpose, selecting and using the form's organisational conventions correctly.</p> <p>W9.2D Link paragraphs in text and ideas in spoken language using a wider range of adverbials to achieve a variety of intentions and purposes.</p> <p>W9.3A Select and maintain an appropriate register, writing and/or speaking in Standard English with some consistency where required, considering intonation, tone, volume and expression in spoken language.</p> <p>W9.3B Structure paragraphs to organise content effectively.</p> <p>W9.3C Develop variety, clarity and precision in single-clause sentences and subordinate structures in text and spoken language.</p> <p>W9.3D Develop a range of sentence openings, considering their impact, in text and spoken language.</p> <p>W9.3E Make deliberate choices of sentence length for effect, in text and spoken language.</p> <p>W9.3H Spell largely accurately with only occasional errors in less common words.</p>
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		<p>W9.3I Use upper-case letters, end punctuation, commas, speech marks and apostrophes correctly, with accuracy and confidence, for effect and impact.</p> <p>W9.3J Use a wide range of grammatical terminology correctly and with confidence.</p>
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