



English Disciplinary Literacy Framework

**Perceive like a Poet**

<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
<ul style="list-style-type: none"> <li>• Critically evaluate character, theme, setting</li> <li>• Understand texts written in different centuries</li> <li>• Compare perspectives from a range of viewpoints</li> <li>• Understand and explain inference</li> <li>• Analyse language and structure and their effects</li> <li>• Understand subject specific vocabulary</li> <li>• Provide evidence to support your understanding</li> <li>• Be able to explain the definitions and connotations of diction</li> <li>• Understanding relevance of context – literary, historical, cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Use a range of literary techniques, vocabulary and sentence structures for clarity, purpose and effect</li> <li>• Have accurate spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard English clearly, fluently and effectively in a formal setting</li> <li>• Maintain the audience’s attention</li> <li>• Maintain regular eye contact</li> <li>• Remove or replace fillers and speak in full sentences</li> <li>• Adapt speech to different tasks</li> <li>• Listen attentively and ask relevant, perceptive questions</li> </ul>

**Strategies/pedagogy to support...**

<ul style="list-style-type: none"> <li>• Modelling, scaffolding</li> <li>• Vocabulary building</li> <li>• PEEZL practice</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling, scaffolding</li> <li>• Vocabulary building</li> <li>• Sentence starters</li> </ul>	
<p><b>Combining reading with writing:</b> Bedrock mapper sequenced to pre-teach vocabulary needed to support reading and writing</p> <ul style="list-style-type: none"> <li>• Provide a variety of texts with challenging vocabulary to embed understanding</li> <li>• Reading combined with note taking, answering questions about texts, summarising and planning</li> </ul>		

**Curriculum opportunities (Year 9)**

HT1	HT2	HT3	HT4	HT5	HT6
<ul style="list-style-type: none"> <li>• Understanding context and applying its relevance to text</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to describe and / or argue – key techniques,</li> </ul>				

<ul style="list-style-type: none"><li>• Practicing PEEZL to embed comprehension and structure essays – themes, character, setting</li><li>• Synonyms for show, emphasise, suggest</li><li>• Connectives – Further, However, etc</li></ul>	<p>vocabulary and structuring responses</p> <ul style="list-style-type: none"><li>• Analysis of structure and language including inference</li><li>• Emotive language</li></ul>				
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