

Mastery Concepts in English

Knowledge Area	Year 7	Year 8	Year 9	KS4	KS5
Metaphor	• I can identify and explain similes and metaphors in a text. • I can use similes and metaphors to create imagery in my own writing. • I can recognise personification and explain how it brings objects to life. • I can spot simple symbolism in texts (e.g., light vs. dark, red = danger).	• I can explain how extended metaphors develop ideas across a text. • I can use personification, conceits, and metonymy to create deeper meaning. • I can explain allegory and how it represents bigger ideas or morals. • I can explore how irony (verbal, dramatic, situational) shapes meaning. • I can create more complex symbolic meanings in my own writing.	• I can analyse how motifs develop themes throughout a text. • I can explain how synecdoche and metonymy subtly change meaning. • I can analyse the impact of conceits in poetry and prose. • I can explore how satire and parody use figurative language for criticism. • I can use a combination of figurative devices to create deeper layers of meaning in my own writing.	• I can analyse how figurative language reflects character, theme, and tone. • I can explore how motifs, symbols, and extended metaphors develop meaning across a text. • I can compare how different writers use figurative language to shape the reader’s understanding. • I can evaluate how figurative techniques reflect wider societal or philosophical ideas. • I can use a range of figurative devices—such as irony, symbolism, and conceit—in my own writing for layered meaning.	• I can evaluate how figurative language constructs layers of meaning and identity in literary and non-literary texts. • I can analyse how metaphor and symbolism work across different genres and modes to shape worldviews and cultural values. • I can explore how figurative devices intersect with point of view, ideology, and representation. • I can manipulate figurative language in my own critical or creative writing to reflect tone, voice, and stance.
Story	• I can identify and explain a story’s plot, theme, and setting. • I can describe different character types (e.g., protagonist, antagonist, stock characters). • I can recognise how myths and common story structures shape narratives. • I can explain how a character’s actions reveal their personality. • I can identify different genres and their key features (e.g., tragedy, comedy, epic).	• I can explain how different narrators and perspectives shape a story’s meaning. • I can explain how characterisation links to genre and theme. • I can explore how voice, speech, and thought reveal a character’s motivations. • I can explain how a story’s structure influences its impact (e.g., flashbacks, dual narratives). • I can compare how setting is used symbolically across different texts.	• I can analyse how narrative voice manipulates the reader’s understanding. • I can evaluate how a character’s façade hides or reveals their flaws. • I can explore how motif and symbolism are used to reinforce themes. • I can analyse how different perspectives (first-person, third-person, unreliable narrators) shape a reader’s response. • I can write my own structured narratives that use storytelling techniques effectively.	• I can explain how structural features (openings, shifts, endings) shape a narrative’s impact. • I can analyse how character development reflects theme, purpose, and context. • I can explore how narrative voice and perspective influence a reader’s response. • I can evaluate how narrative patterns and subplots reinforce or complicate central ideas. • I can construct original narratives that use structure, characterisation, and theme purposefully.	• I can analyse how narrative perspective, voice, and structure shape the construction and reception of imagined and remembered worlds. • I can evaluate how narrative techniques vary across literary and non-literary forms, including monologue, multi-voiced texts, and multimodal texts. • I can critically explore how genre conventions, temporal shifts, and focalisation construct meaning. • I can reflect critically on the impact of my own narrative choices in re-creative and original writing.
Argument	• I can identify what an argument is and why it is important in writing. • I can identify different types of argument (persuasion, debate, rhetoric). • I can use ethos, pathos, and logos to make my arguments more effective. • I can structure a simple argument with a clear point of view. • I can identify and use basic rhetorical devices (e.g., repetition, rhetorical questions).	• I can write an analytical paragraph with a clear thesis statement. • I can select and embed evidence to support my argument effectively. • I can explore different types of rhetoric (deliberative, judicial, epideictic). • I can structure an extended argument with linked ideas and logical progression. • I can explain how writers use rhetoric and persuasion to influence an audience.	• I can confidently write persuasive, analytical, and discursive essays. • I can analyse how different rhetorical devices shape meaning and impact. • I can use satire and irony effectively in argument and analysis. • I can adapt my writing to different audiences and purposes. • I can integrate multiple perspectives into my argument to create depth.	• I can structure coherent arguments with a clear line of reasoning and counterpoint. • I can embed evidence effectively and explain its significance. • I can analyse and evaluate how writers use rhetorical techniques to persuade, argue, and influence. • I can adapt tone, formality, and structure to suit different audiences and purposes. • I can create analytical and persuasive writing that is confident, balanced, and well-developed.	• I can construct sustained and original arguments that integrate literary and linguistic methods. • I can analyse how writers shape meaning through stylistic choices, register, and rhetorical stance. • I can evaluate multiple interpretations and synthesise theoretical and contextual perspectives. • I can produce discursive and critical commentaries that reflect on my own creative and analytical decisions.

Pattern	• I can identify how sentences, paragraphs, and chapters create structure in prose. • I can recognise how lines and stanzas organise poetry. • I can comment on how rhyme, rhythm, and metre create effects in poetry. • I can spot caesura and enjambment and discuss their impact. • I can describe how a text’s beginning, changes, and ending shape its meaning.	• I can explain how a writer organises ideas for effect in poetry, prose, and drama. • I can explore how repetition and contrast create patterns in a text. • I can explain how different poetic forms (e.g., sonnets, ballads, free verse) impact meaning. • I can explain how a text’s structure influences the reader’s response. • I can compare how different texts use structure to reinforce themes and ideas.	• I can analyse how structural shifts affect meaning in poetry, prose, and drama. • I can evaluate how binding time, motif, and theme create layered meanings. • I can explore how form and fragmentation influence storytelling. • I can apply my understanding of structure to craft effective prose. • I can write creatively using structural techniques to shape my own meaning.	• I can identify and explain how structural features shape meaning across whole texts. • I can analyse how writers use repetition, contrast, and shifts to influence the reader. • I can evaluate how form and fragmentation contribute to theme, tone, and perspective. • I can compare structural features across genres and time periods. • I can apply structural techniques to organise my own writing with clarity and effect.	• I can evaluate how textual patterns, foregrounding, deviation, and cohesion shape meaning across form and mode. • I can analyse discourse structure in detail, including adjacency pairs, topic shifts, narrative sequencing, and multimodal features. • I can explore how genre-specific forms (e.g., spoken memoir, poetic monologue, transcript, dramatic dialogue) influence meaning-making. • I can use structural experimentation and textual patterning purposefully in my own writing.
Context	• I can identify key historical periods (e.g., Elizabethan, Romantic, Victorian, 20th century) and their impact on literature. • I can comment on how social and historical contexts influence characters and themes in a text. • I can recognise classical and biblical allusions in literature. • I can describe how writers respond to the issues of their time. • I can make basic links between a writer’s life and their work.	• I can explain how social, political, and historical factors influence literary texts. • I can explain how different periods of literature reflect changing values and beliefs. • I can explore how satire is used to critique society. • I can begin to apply feminist, Marxist, and psychoanalytic theories to literature.	• I can analyse how historical and social contexts shape meaning in texts. • I can apply literary theories (feminist, Marxist, psychoanalytic) to deepen my analysis. • I can explain how intertextuality (links between different texts) shapes meaning. • I can embed contextual and theoretical perspectives into my essays. • I can compare how different writers across time explore similar themes.	• I can explain how literature reflects the values, concerns, and beliefs of its time. • I can analyse how social, political, and literary contexts shape a writer’s purpose and message. • I can make confident links between texts and their contexts, including theoretical perspectives. • I can embed contextual understanding into my literary analysis with precision. • I can compare how writers from different times and places respond to similar themes or issues.	• I can analyse how texts represent social, political, ideological, and historical contexts, and how they are positioned by them. • I can explore how intertextuality and genre positioning shape reader expectations and critical interpretation. • I can evaluate how representations of identity, power, and ideology shift across texts, time periods, and modes. • I can select and apply relevant critical theory to enhance my interpretation and argument.
Grammar	• I can identify different word classes (nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions). • I can recognise the basic structure of a sentence (subject, verb, object). • I can use simple, compound, and complex sentences in my writing. • I can use punctuation correctly (capital letters, full stops, commas, question marks, exclamation marks). • I can understand how prefixes and suffixes change the meaning of words.	• I can explain how sentence structure affects meaning and tone. • I can use clauses effectively to vary sentence structure (subordinate, relative, conditional). • I can apply more advanced punctuation (semi-colons, colons, dashes, parentheses) accurately. • I can explore how grammar contributes to the style and effect of a text. • I can explain how morphology (roots, prefixes, and suffixes) helps with spelling and vocabulary development.	• I can manipulate sentence structure for rhetorical and literary effect. • I can analyse how syntax influences meaning and reader response. • I can craft precise and controlled sentences to suit different writing purposes. • I can use sophisticated punctuation accurately and purposefully. • I can apply my knowledge of grammar and semantics to write fluently across different forms.	• I can use a wide range of sentence structures and punctuation to control tone and meaning. • I can edit and refine my writing to ensure accuracy and clarity. • I can analyse how grammar and syntax contribute to a writer’s voice, perspective, or message. • I can vary grammar purposefully across writing forms to suit task, audience, and purpose. • I can write fluently and confidently across a range of genres with grammatical control and sophistication.	• I can apply advanced grammatical and syntactical knowledge to support precise and purposeful interpretation. • I can analyse how voice, mood, aspect, and clause structure influence point of view and audience positioning. • I can evaluate how writers use morphosyntactic features to convey tone, voice, and identity. • I can manipulate grammar and syntax in my own writing to create nuanced and effective communication.
Oracy	• I can speak clearly and at an appropriate volume for my audience. • I can use full sentences to express my ideas. • I can take turns in a discussion and listen respectfully to others. • I can give my opinion and explain it using simple reasons. • I can follow and respond to the ideas of others in a conversation. • I can use key vocabulary from a topic in my spoken responses.	• I can speak with increasing fluency, using intonation to engage my audience. • I can organise my spoken ideas using clear structure and connectives. • I can adapt my talk for different purposes (e.g., explain, persuade, narrate). • I can ask relevant questions to develop a discussion. • I can build on others’ points and challenge ideas appropriately. • I can use subject-specific vocabulary confidently when speaking.	• I can use pace, pause, and emphasis to engage a listener. • I can use rhetorical techniques (e.g., repetition, contrast, rhetorical questions) in spoken tasks. • I can participate in formal debates, using evidence to support my views. • I can reflect on the strengths and weaknesses of spoken arguments. • I can present complex ideas with clarity and respond to questions thoughtfully. • I can work as part of a group to plan and deliver a structured discussion or presentation.	• I can speak with confidence and control in a range of formal and informal settings. • I can tailor my spoken language to suit audience, purpose, and context. • I can develop and deliver well-structured, persuasive, and coherent speeches. • I can use tone, gesture, pace, and emphasis for rhetorical effect. • I can evaluate spoken language and offer constructive feedback. • I can engage in extended discussion, balancing listening, responding, and building ideas collaboratively.	• I can speak with fluency and authority in formal and academic contexts, adapting style and tone for audience and purpose. • I can lead and contribute to seminar-style discussion, using critical vocabulary to analyse texts and concepts. • I can synthesise and challenge interpretations with evidence, using appropriate rhetorical strategies. • I can reflect on the effectiveness of spoken language and adapt in response to feedback and context.