

Mastery Concepts in English

Knowledge Area	Year 7	Year 8	Year 9	KS4	KS5
Metaphor	<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• I can explain how extended metaphors develop ideas across a text.• I can use personification and extended metaphors to create deeper meaning.• I can explain allegory and how it represents bigger ideas or morals.• I can explore how irony (e.g. verbal, dramatic, situational) shapes meaning.• I can create more complex symbolic meanings in my own writing.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• 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 explore how setting is used symbolically across texts.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• I can identify what an argument is and why it is important in writing.• I can identify different types of argument (e.g. 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).	<ul style="list-style-type: none">• I can write an analytical paragraph with a clear thesis statement.• I can select and embed evidence to support my argument effectively.• I can identify and use different rhetorical devices appropriate to my purpose.• 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.	<ul style="list-style-type: none">• I can confidently write persuasive, analytical, and discursive essays.• I can analyse how different rhetorical devices shape meaning and impact.• I can use rhetorical devices to closely meet the needs of my audience and purpose.• I can adapt my writing to different audiences and purposes.• I can integrate multiple perspectives into my argument to create depth.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.