

Key Stage 3 English Key Knowledge

Year 7	Year 8	Year 9
<p>Term 1: Dystopian Worlds</p> <ul style="list-style-type: none"> Identify the conventions of the dystopian genre. Articulate understanding of plot, setting and characterisation of <i>The Hunger Games</i> or <i>Boy in the Tower</i> (21st Century world fiction). Make inferences and select evidence from the text of study to support. Make predictions when reading using evidence from the novels to justify and explain. Understand new vocabulary, identified from reading and be able to use this in own writing. Summarise key information in written format citing evidence to support. Identify language, figurative language and vocabulary choices, using some basic terminology. Write with some accuracy for different purposes and in different formats (analytical, narrative and formal letter.) Using increasingly challenging vocabulary and a growing range of punctuation. Spell basic words and common misspelt words accurately. Begin to use sp and structural features for effect: simple, compound and complex sentences. Paragraph effectively. Be able to write in a basic analytical structure using Point/Evidence/Explain or similar writing frame. Plan and draft own writing to meet the needs of different audiences with some success. Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher feedback as a frame. Use Standard English in written language. <p>Term 2: Culture & Identity – Poetry Through the Ages</p> <ul style="list-style-type: none"> Identify the changing conventions and formats of poetry from the Medieval to Post-Modern era. Understand how a poet's background influence their work. 	<p>Term 1: Speak Up!</p> <ul style="list-style-type: none"> Understand the main differences between spoken and written language; formal and informal registers; spontaneous and planned speech; Standard English and regional variations. Articulate understanding of plot, setting and characterisation of <i>Ghost Boys</i> (21st Century world fiction). Explore and understand some connections between author's context and the historical context in which literature is produced and received. Begin to show an understanding of how this influences the meaning. Understand the relevance of literature as a means to highlight the significant societal issues of the world e.g. racial inequality in <i>Ghost Boys</i>. Make informed inferences and predictions when reading and be able to describe own reasoning. Understand new vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. paralinguistics in analytical responses (both verbal and written). Use relationships between words (e.g. antonyms and synonyms) to aid understanding and be able to identify patterns in words including root words, suffixes and prefixes. Spell new and previously learned terminology correctly. Using increasingly challenging vocabulary and a growing range of punctuation. Identify language, figurative language and vocabulary choices, using some more complex terminology. Begin to comment on the effects created. Distinguish between connotations and denotations when analysing language. Identify conventions and language devices used by writers of non-fiction to create effective arguments and to create meanings. Be able to comment on the effects created. Write arguments and informative non-fiction texts in different formats to meet the needs of various audiences and purposes. Use more complex grammatical and structural features for effect: simple, compound and complex sentences. Paragraph effectively. Use the analytical structure of Point/Evidence/Explain or similar writing frame with more effect and a developing sense of detail in the responses. 	<p>Term 1: Celebrating Diversity</p> <ul style="list-style-type: none"> Identify and analyse the impact of first-person narratives and the complexity of the contextual influences (a narrator with Asperger's Syndrome in <i>The Curious Incident of the Dog in the Night-time</i>). Articulate, both verbally and in writing, understanding of plot, setting and characterisation of 21st Century prose. Draw connections between texts from different genres e.g. comparison between the play adaptation and original novel. Draw and evaluate connections between prose, drama and poetry and the contexts in which they were produced and received; draw connections between contexts and the writers' methods. Understand the relevance of literature both modern and historic to highlight diversity in society. Articulate the significance of the associated themes and author's messages in analytical essays. Make informed inferences and predictions with detailed justifications citing evidence from the texts (prose, drama, poetry and non-fiction). Understand new more complex vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. allegory in analytical responses (both verbal and written) incorporate terminology and complex vocabulary learned in previous study at KS3. <p>Term 2: Shakespeare's Tragedy</p> <ul style="list-style-type: none"> Identify the conventions of Shakespearean Tragedy – <i>Hamlet</i> and be able to critically compare these to the Comedy conventions. Articulate, both verbally and in writing, understanding of plot, setting and characterisation of Elizabethan drama. Understand how the work of the dramatist is communicated effectively through performance and stage directions. Draw and evaluate connections between prose, drama and poetry and the contexts in which they were produced and received; draw connections between contexts and the writers' methods. Understand the relevance of literature both modern and historic to highlight diversity in society. Articulate the significance of the associated themes and author's messages in analytical essays. Make informed inferences and predictions with detailed justifications citing evidence from the texts (prose, drama, poetry and non-fiction). Understand new more complex vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. allegory in analytical responses (both verbal and

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<ul style="list-style-type: none"> • Make inferences and select evidence from the text of study to support. • Understand new vocabulary, identified from reading and be able to use this in own writing. • Summarise key information in written format citing evidence to support. • Identify language, figurative language and vocabulary choices, using some basic terminology. • Write with some accuracy for different purposes and in different formats (speech, poetry, analytical). • Using increasingly challenging vocabulary and a growing range of punctuation. • Spell basic words and common misspelt words accurately. • Begin to use grammatical and structural features for effect: simple, compound and complex sentences. • Paragraph effectively. • Be able to write in a basic analytical structure using Point/Evidence/Explain or similar writing frame. • Plan and draft own writing to meet the needs of different audiences with some success. • Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher feedback as a frame. • Use Standard English in spoken and written language. <p>Term 3: Travel & Adventure – 19th Century Fiction</p> <ul style="list-style-type: none"> • Identify the conventions of 19th Century prose. • Articulate understanding of plot, setting and characterisation of <i>Treasure Island</i> (19th Century prose). • Understand the differences between the context of production and reception in relation to <i>Treasure Island</i>. • Make inferences and select evidence from the text of study to support. • Make predictions when reading using evidence from the novels to justify and explain. • Understand new vocabulary, identified from reading and be able to use this in own writing. • Summarise key information in written format citing evidence to support. • Identify language, figurative language and vocabulary choices, using some basic terminology. 	<ul style="list-style-type: none"> • Plan and draft own writing to meet the needs of different audiences with some success. • Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher, peer and self-evaluation. • Use Standard English in spoken and written language. • Be able to speak at length to an audience. <p>Term 2: Shakespeare's Comedy</p> <ul style="list-style-type: none"> • Articulate, both verbally and in writing, understanding of plot, setting and characterisation of <i>Much Ado About Nothing</i> (Shakespeare Comedy Drama) • Identify the conventions of Shakespearean Comedy and be able to comment on where they feature in the play. • Explore and understand some connections between author's context and the historical context in which literature is produced and received. Begin to show an understanding of how this influences the meaning. • Understand the relevance of literature produced in the past to the modern reader e.g. themes of love and betrayal in Elizabethan society. • Make informed inferences and predictions when reading and be able to describe own reasoning. • Understand new vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. soliloquy in analytical responses (both verbal and written). • Use relationships between words (e.g. antonyms and synonyms) to aid understanding and be able to identify patterns in words including root words, suffixes and prefixes. • Spell new and previously learned terminology correctly. • Using increasingly challenging vocabulary and a growing range of punctuation. • Identify language, figurative language and vocabulary choices, using some more complex terminology. Begin to comment on the effects created. • Distinguish between connotations and denotations when analysing language. • Identify conventions and language devices used by writers of non-fiction to create effective arguments and to create meanings. Be able to comment on the effects created. 	<p>written) incorporate terminology and complex vocabulary learned in previous study at KS3.</p> <p>Term 3: HT5: Writing to Change the World HT6 / Twentieth Century Drama</p> <ul style="list-style-type: none"> • Articulate, both verbally and in writing, understanding of plot, setting and characterisation of 20th Century drama. • Understand how the work of the dramatist is communicated effectively through performance and stage directions. • Understand the relevance of literature both modern and historic to highlight diversity in society. Articulate the significance of the associated themes and author's messages in analytical essays. • Make informed inferences and predictions with detailed justifications citing evidence from the texts (drama, poetry and non-fiction). • Understand new more complex vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. allegory in analytical responses (both verbal and written) incorporate terminology and complex vocabulary learned in previous study at KS3. <p>Writing in all schemes across the year:</p> <ul style="list-style-type: none"> • Use relationships between words (e.g. antonyms and synonyms) to aid understanding and be able to identify patterns in words including root words, suffixes and prefixes. Use etymology of words to enhance understanding of vocabulary. • Spell new and previously learned terminology correctly. • Using increasingly challenging vocabulary and a growing range of punctuation for effect. Identify language, figurative language and vocabulary choices, using some more complex terminology. Comment on the effects and intended meanings. • Distinguish between connotations and denotations when analysing language and use this to write increasingly detailed analytical responses. • Identify conventions and language devices used by writers of non-fiction to create effective arguments and to create meanings. Offer analytical comments on the effects created. Produce effective arguments and persuasions that achieve the different effects and meet the needs of various audiences. • Adapt the writing frame for analysis of language and structure with an increasing level of independence; being able to embed quotations within analytical responses.
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<ul style="list-style-type: none"> • Write with some accuracy for different purposes and in different formats (first person narrative, analytical). • Using increasingly challenging vocabulary and a growing range of punctuation. • Spell basic words and common misspelt words accurately. • Begin to use grammatical and structural features for effect: simple, compound and complex sentences. • Paragraph effectively. • Be able to write in a basic analytical structure using Point/Evidence/Explain or similar writing frame. • Plan and draft own writing to meet the needs of different audiences with some success. • Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher feedback as a frame. • Use Standard English in written language. 	<ul style="list-style-type: none"> • Write arguments and informative non-fiction texts in different formats to meet the needs of various audiences and purposes. • Use more complex grammatical and structural features for effect: simple, compound and complex sentences. • Paragraph effectively. • Use the analytical structure of Point/Evidence/Explain or similar writing frame with more effect and a developing sense of detail in the responses. • Plan and draft own writing to meet the needs of different audiences with some success. • Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher, peer and self-evaluation. • Use Standard English in spoken and written language. <p>Term 3: Gothic Literature Articulate, both verbally and in writing, understanding of plot, setting and characterisation of range of extracts of Gothic fiction from the Canon.</p> <ul style="list-style-type: none"> • Identify the conventions of poetry and the connections to the Gothic genre. • Explore and understand some connections between author's context and the historical context in which literature is produced and received. Begin to show an understanding of how this influences the meaning. • Understand the relevance of literature produced in the past to the modern reader. • Make informed inferences and predictions when reading and be able to describe own reasoning. • Understand new vocabulary, identified from reading and be able to use this in own writing; including new terminology linked to genre e.g. gothic tropes in analytical responses (both verbal and written). • Use relationships between words (e.g. antonyms and synonyms) to aid understanding and be able to identify patterns in words including root words, suffixes and prefixes. • Spell new and previously learned terminology correctly. • Using increasingly challenging vocabulary and a growing range of punctuation. • Identify language, figurative language and vocabulary choices, using some more complex terminology. Begin to comment on the effects created. 	<ul style="list-style-type: none"> • Plan, draft, edit and proof read by considering audience, purpose, format, whilst amending vocabulary, punctuation and spelling to improve effectiveness. • Be able to adapt communication styles between Standard English and varying registers in both oral and written communication.
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| | <ul style="list-style-type: none">• Distinguish between connotations and denotations when analysing language.• Identify conventions and language devices used by writers of non-fiction to create effective arguments and to create meanings. Be able to comment on the effects created.• Write arguments and informative non-fiction texts in different formats to meet the needs of various audiences and purposes.• Use more complex grammatical and structural features for effect: simple, compound and complex sentences.• Paragraph effectively.• Use the analytical structure of Point/Evidence/Explain or similar writing frame with more effect and a developing sense of detail in the responses.• Plan and draft own writing to meet the needs of different audiences with some success.• Edit and improve writing by amending vocabulary, grammar and structure to improve overall effectiveness using teacher, peer and self-evaluation.• Use Standard English in spoken and written language. | |
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