

TCS KS3 English Curriculum

Year 7

	Outline of Course/ SOW delivery	Key Assessments (End point task)	Skill Development (How does this unit build on prior knowledge?)
Summer/ Autumn 1	Creative writing (transition week) Diagnostics	Series of lessons (not assessed) Writing and reading assessment, to determine prior knowledge.	Introduction to creative writing skills Evaluate reading comprehension
Autumn 1/2	Creative writing <ul style="list-style-type: none"> ▪ Introducing descriptive writing through images and Gothic extracts ▪ Identifying conventions of genre ▪ Using linguistic devices ▪ Writing in a particular genre Beowulf <ul style="list-style-type: none"> ▪ Identifying quotations ▪ Commenting on language use ▪ Constructing analytical paragraphs 	Short story Character study assessment	Introducing descriptive writing skills. <ul style="list-style-type: none"> ▪ Genre imitation: Using language for an intended purpose (creating atmosphere) ▪ Identifying and creating a range of linguistic devices ▪ Varying vocabulary ▪ Writing descriptively, using sensory language Introduction to language analysis. <ul style="list-style-type: none"> ▪ Using topic sentences ▪ Using and explaining quotations in analytical paragraphs ▪ Commenting on characterisation
Autumn 2/Spring 1	Macbeth <ul style="list-style-type: none"> ▪ Understanding Shakespeare's language ▪ Understanding context and the Shakespearean theatre 	Dramatic performance	Introducing speaking and listening skills. <ul style="list-style-type: none"> ▪ Group work/ shared planning ▪ Active listening ▪ Interpreting stage directions ▪ Conveying ideas in role by adapting speech, gesture and movement

	<ul style="list-style-type: none"> Identifying and commenting on symbolism Identifying and commenting on allegory Commenting on language choices 		
Summer 1	<p>Dystopia</p> <ul style="list-style-type: none"> Understanding conventions of genre Identifying quotations Commenting on use of language and structure Constructing analytical paragraphs Introducing evaluative writing and the differences to analytical writing <p>Poetry Recital</p> <ul style="list-style-type: none"> Using dramatic devices in performance Developing memory skills 	<p>Reading comprehension questions</p> <p>Dramatic performance of poetry</p>	<p>Developing comprehension and analysis, of an unseen extract.</p> <ul style="list-style-type: none"> Independently selecting relevant references, in relation to an unseen extract and questions Using and exploring quotations in extended analytical paragraphs Exploring the writer's methods, using appropriate terminology (linguistic and structural) <p>Memorising information and retrieval practise.</p> <ul style="list-style-type: none"> Developing speaking and listening skills Developing memory Active listening Conveying ideas by adapting speech and movement
Summer 2	<p>The Other in Victorian and Modern Society</p> <ul style="list-style-type: none"> Introducing Victorian contextual information Exploring the concept of the 'Other' Reading a range of challenging 19th century and modern non-fiction texts/extracts 	<p>Written analysis of an extract</p>	<p>Developing comprehension and analysis, of an unseen non-fiction extract. Developing comparative writing.</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information Select and synthesise information Explore the effects of the writer's methods, using a range of accurate subject terminology Effectively incorporates of quotations, to support interpretation Compare writers' ideas and perspectives.

	<ul style="list-style-type: none"> ▪ Writing analytical paragraphs ▪ Introducing summary and synthesis ▪ Exploring writers' perspectives ▪ Constructing comparative paragraphs. <p>Media representation</p> <ul style="list-style-type: none"> ▪ Exploring types of media representation ▪ Commenting on media representation and the use of language ▪ Constructing analytical paragraphs 	Written analysis of an extract	<p>Understanding how language is used for a specific purpose.</p> <ul style="list-style-type: none"> ▪ Independently selecting a range of relevant references, in relation to an unseen extract. ▪ Using and exploring quotations in extended analytical paragraphs ▪ Exploring how language is used for the purpose of representation.
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Year 9

	Outline of Course/SOW delivery	Key Assessments (End point task)	Skill Development (How does this unit build on prior knowledge?)
Autumn 1	<p>Creative writing</p> <ul style="list-style-type: none"> ▪ Exploring the differences between narrative and descriptive writing, through a range of examples ▪ Crafting linguistic devices ▪ Exploring effective vocabulary choices ▪ Using structural features, at: word, sentence and text level ▪ Planning and writing narrative and descriptive responses 	Descriptive writing	<p>Developing descriptive writing, through crafting language techniques and incorporating structural features.</p> <ul style="list-style-type: none"> ▪ Matching register and style to audience and purpose ▪ Using sophisticated vocabulary and phrasing ▪ Using a range of crafted linguistic devices ▪ Using a variation of structural features ▪ Using coherent paragraphs, including discourse markers ▪ Using a variety of sentence forms for effect ▪ Using a range of punctuation, with accuracy

	<ul style="list-style-type: none"> Extended purple pen improvements 		
Autumn 2	<p>Unseen Poetry</p> <ul style="list-style-type: none"> Understanding how to approach an unseen poem, through exploring a wide range of poetry, across varying themes and forms Analysing poetic techniques (language, structure and form) Constructing analytical paragraphs and sustained responses Comparing the writer's use of language and structure. 	Written analysis and comparison of poetry	<p>Developing strategies for approaching an unseen poem, whilst developing poetry analysis and comparative writing skills</p> <ul style="list-style-type: none"> Exploration of how writer's use methods to create meaning, using a range of appropriate terminology Embedding and exploring quotations, including multiple interpretations Comparing writer's methods and effect on the reader
Spring 1	<p>Writing is fighting</p> <ul style="list-style-type: none"> Understanding the purpose of protest writing and the devices used Identifying and using persuasive techniques Commenting on language choices Exploring powerful vocabulary for purpose Planning a speech Improving and redrafting writing Exploring varying contexts of protest writing and developing knowledge of social issues and historical movements 	Writing an argument text	<p>Consolidating non-fiction writing and developing awareness of historical movements.</p> <ul style="list-style-type: none"> Writing for a social purpose, with sensitivity Matching register to audience and purpose Effectively using conventions of form Using sophisticated vocabulary and phrasing Using a range of crafted linguistic devices/persuasive techniques Using a variety of structural features, at word, sentence and text level Using coherent paragraphs, with integrated discourse markers Using a variety of sentence forms for effect Using a range of punctuation, with accuracy <p>Consolidating speaking and listening skills and independent planning</p> <ul style="list-style-type: none"> Demonstrating active listening, through responding to questions and extending answers

	<p>Speaking and listening test</p> <ul style="list-style-type: none"> ▪ Understanding how to write/speak for varied purposes and audiences ▪ Planning a speech independently ▪ Using presentational skills ▪ Responding to questioning and extending responses where appropriate 	Independent speech	<ul style="list-style-type: none"> ▪ Using a range of rhetorical and presentational features, to engage an audience ▪ Expressing ideas articulately, using varied vocabulary
Spring 2	<p>A Christmas Carol</p> <ul style="list-style-type: none"> ▪ Introduction to the text and context ▪ Understanding of how writers shape meanings using language, imagery, form and structure ▪ Understanding and practising recreative writing ▪ Planning and constructing a piece of recreative writing 	Recreative writing	<p>Developing genre-specific writing and developing exposure to 19th century fiction.</p> <ul style="list-style-type: none"> ▪ Using a range of linguistic devices and structural features ▪ Using stylistic features and conventions of 19th century fiction.
Summer 1	<p>Animal Farm</p> <ul style="list-style-type: none"> ▪ Introduction to contextual ideas, with a focus on Communism and the Russian Revolution ▪ Reading the text, with context in mind 	Written analysis of character or theme.	<p>Developing thematic/character analysis across a modern text.</p> <ul style="list-style-type: none"> ▪ Analysing and commenting on thematic links and/or characterisation, across a text ▪ Extend and develop analytical paragraphs, through multiple interpretations ▪ Understanding and exploring the effect of complex linguistic devices

	<ul style="list-style-type: none"> ▪ Understanding and commenting on allegory ▪ Planning and writing an analytical essay, incorporating context. 		<ul style="list-style-type: none"> ▪ Incorporating a range of contextual factors, into analytical writing.
Summer 2	<p>Shakespearean context</p> <ul style="list-style-type: none"> ▪ Developing understanding of Renaissance context and the Shakespearean theatre 	<p>Not assessed. Applied to learning of Shakespearean play, at the start of Year 10.</p>	<p>Detailed exploration of relevant contextual factors, ideas and perspectives.</p>