

TCS KS3 English Curriculum

Year 7

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	<ul style="list-style-type: none"> ▪ Understanding context and the Shakespearean theatre ▪ Understanding and using dramatic devices, within performances ▪ Developing confidence in public speaking <p>The Daydreamer</p> <ul style="list-style-type: none"> ▪ Reading a selection of short stories to explore and identify structural features within writing ▪ Exploring narrative development and understanding narrative structure ▪ Understanding how to develop cohesion in writing ▪ Using structural features within writing 	Creative writing assessment	<ul style="list-style-type: none"> ▪ Interpreting stage directions ▪ Conveying ideas in role by adapting speech, gesture and movement <p>Introducing structural features.</p> <ul style="list-style-type: none"> ▪ Using paragraphs ▪ Varying sentence forms ▪ Using structural features at word, sentence and entire text level 	
Spring 2	<p>Poetry cluster</p> <ul style="list-style-type: none"> ▪ Understanding how to approach and annotate a poem ▪ Introducing and exploring poetic techniques ▪ Memorising quotations 	Analysis of poem	<p>Introduction to poetic techniques and developing analysis.</p> <ul style="list-style-type: none"> ▪ Using and explaining quotations in analytical paragraphs ▪ Commenting on poetic techniques, using some subject terminology ▪ Developing personal responses to poetry. 	

Begin Spring 2/ Summer 1	<ul style="list-style-type: none"> Constructing analytical paragraphs <p>Non-fiction reading</p> <ul style="list-style-type: none"> Understanding conventions of non-fiction and literary non-fiction Understanding the main ideas and purpose of text Commenting on language choices Commenting on presentational devices Understanding connotations Constructing analytical paragraphs 	Analysis of poster	<p>Understanding connotations of language and presentational devices.</p> <ul style="list-style-type: none"> Commenting on writer's/designer's methods Commenting on the effect on the reader, in analytical paragraphs Understanding and responding to non-fiction Using and explaining references (quotations/presentational features) in analytical writing 	
Summer 1/2	<p>Non-fiction writing</p> <ul style="list-style-type: none"> Understanding and identifying persuasive techniques Understanding how speeches are planned, for an intended purpose Understanding formality and informality Writing a speech 	Call to action speech	<p>Introduction to non-fiction writing</p> <ul style="list-style-type: none"> Matching register to audience and purpose Using persuasive techniques/rhetorical features in writing Use paragraphs and discourse markers to structure argument Varying vocabulary for effect 	

Summer 2	<p>Tulip Touch</p> <ul style="list-style-type: none"> ▪ Introducing themes within literature ▪ Understanding key themes ▪ Exploring character introduction and development ▪ Commenting on language choices ▪ Understanding dramatic terms, within a play ▪ Exploring how the play is structured ▪ Constructing analytical paragraphs. 	Character development analysis	<p>Introduction to plays and developing analysis, with a specific focus on characterisation.</p> <ul style="list-style-type: none"> ▪ Tracking and commenting on characterisation ▪ Using and explaining quotations in analytical paragraphs ▪ Commenting on writer's methods, using appropriate terminology ▪ Using paragraphing to form a cohesive essay (links between paragraphs) 	
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Year 8

	Outline of Course/SOW delivery	Key Assessments (End point task)	Skill Development (How does this unit build on prior knowledge?)	Key Vocabulary (URL link to Tier 2&3 key words)
Autumn 1	Creative writing <ul style="list-style-type: none"> ▪ Generating ideas for descriptive writing, using images ▪ Developing linguistic devices and structure features ▪ Developing use of sensory imagery, to 'show, not tell' ▪ Developing independent purple pen improvements 	Descriptive writing	Developing creative writing, through writing in a specific genre. <ul style="list-style-type: none"> ▪ Matching vocabulary choices and style to purpose and audience. ▪ Using a range of linguistic devices and structural features ▪ Using a range of the senses ▪ Using sentence forms for effect 	
Autumn 1/ 2	War poetry <ul style="list-style-type: none"> ▪ Identifying perspectives on war, within poetry ▪ Understanding propaganda ▪ Commenting on poetic techniques ▪ Constructing comparative analytical paragraphs ▪ Understanding of the relevance of context and including this within analytical writing. 	Comparison of poems	Developing analysis of poetic techniques and introducing comparative writing. <ul style="list-style-type: none"> ▪ Explanation of relevant contextual factors, ideas and perspectives ▪ Comparison of writer's methods, using appropriate terminology ▪ Comparison of the effect of methods on the reader ▪ Using and exploring quotations, in analytical paragraphs 	

Autumn 2	<p>Debates/viewpoints</p> <ul style="list-style-type: none"> ▪ Understanding how to write/speak for varied purposes and audiences ▪ Practising planning speeches ▪ Writing effective openings and endings ▪ Understanding and using presentational skills ▪ Responding to questioning 	Verbal speech	<p>Developing speaking and listening skills and independent planning.</p> <ul style="list-style-type: none"> ▪ Demonstrating active listening, through responding to questioning ▪ Using appropriate speech, gesture and movement for a formal speech ▪ Varying vocabulary choices ▪ Independent planning 	
Spring 1	<p>Comedy writing</p> <ul style="list-style-type: none"> ▪ Exploring types of comedy ▪ Understanding and identifying comedic devices in writing ▪ Planning for comedic writing ▪ Understanding effective use of dialogue and punctuation ▪ Exploring how sentence variation can be used for a comedic effect ▪ Structuring comedic writing. 	Piece of comedy writing	<p>Developing non-fiction writing, within a specific genre.</p> <ul style="list-style-type: none"> ▪ Matching register and style to purpose and audience ▪ Using and structuring dialogue ▪ Using sentence forms for effect Using a growing range of punctuation. 	
Spring 2	<p>The Lion, The Witch and The Wardrobe</p> <ul style="list-style-type: none"> ▪ Identifying and commenting on themes ▪ Understanding conventions of 	Theme analysis	<p>Introducing thematic analysis across a text.</p> <ul style="list-style-type: none"> ▪ Commenting on thematic links, across a text ▪ Extend and develop 	

	children's literature <ul style="list-style-type: none"> ▪ Commenting on how characters are presented, using alternative interpretations ▪ Identifying and commenting on symbolism ▪ Identifying and commenting on allegory ▪ Commenting on language choices 		analytical paragraphs, through multiple interpretations <ul style="list-style-type: none"> ▪ Understanding and explaining the effect of complex linguistic devices. 	
Summer 1 This Dystopia Unit Will Change to <i>The Hound of the Baskervilles</i> from 2022 – 2023	Dystopia <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 	Reading comprehension questions	Developing comprehension and analysis, of an unseen extract. <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) 	
Summer 1/2	Begin The Island	Non-fiction writing		
Summer 2	The Island <ul style="list-style-type: none"> ▪ Understanding conventions of travel writing ▪ Understanding conventions of an eye-witness account 	Non-fiction writing	Developing non-fiction writing, with a focus on different forms of literary non-fiction. <ul style="list-style-type: none"> ▪ Matching register and style to 	

	<ul style="list-style-type: none"> Understanding descriptive writing within literary non-fiction Writing to instruct Understanding conventions of news-reports. <p>Final focus on Media Representation</p>		<p>audience, form and purpose</p> <ul style="list-style-type: none"> Using appropriate and effective vocabulary choices Commenting on and using conventions of form. 	
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Year 9

	Outline of Course/SOW delivery	Key Assessments <i>(End point task)</i>	Skill Development <i>(How does this unit build on prior knowledge?)</i>	Key Vocabulary <i>(URL link to Tier 2&3 key words)</i>
Autumn 1	<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 	
Autumn 2	<p>A Christmas Carol</p> <ul style="list-style-type: none"> Exploring how Dickens creates varied 	A piece of creative writing in style of text	Developing genre-specific writing and developing exposure to 19 th century fiction.	

	<p>characters through linguistic and structural features</p> <ul style="list-style-type: none"> ▪ Crafting linguistic devices ▪ Exploring effective vocabulary choices ▪ Using structural features, at: word, sentence and text level ▪ Planning and writing re-creative responses 		<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 	
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 	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 	

	<ul style="list-style-type: none"> Improving and redrafting writing Exploring varying contexts of protest writing and developing knowledge of social issues and historical movements <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 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 Using a range of rhetorical and presentational features, to engage an audience Expressing ideas articulately, using varied vocabulary 	
Spring 2	<p>Animal Farm</p> <ul style="list-style-type: none"> Exploring context associated with Animal Farm Reading the text for an understanding of plot, character and theme Using context to develop understanding 	Character/theme analysis question	<p>Consolidating language analysis and developing understanding of characterisation and theme.</p> <ul style="list-style-type: none"> Commenting on characterisation and theme Exploration of relevant contextual factors, ideas and perspectives Exploration of writer's methods, 	

	<p>of key ideas in the text</p> <ul style="list-style-type: none"> ▪ Identifying quotations ▪ Commenting on language use ▪ Constructing analytical paragraphs ▪ Using context within analytical writing. 		<p>using appropriate terminology</p> <ul style="list-style-type: none"> ▪ Using and exploring quotations. 	
Summer 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 ▪ Extended purple pen improvements 	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 	
Summer 2	<p>Shakespearean context</p> <ul style="list-style-type: none"> ▪ Developing understanding of Renaissance context and the Shakespearean theatre 	Not assessed		