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?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	Diagnostics	Star testing and writing assessment, to determine prior knowledge.	Evaluate reading and writing	
Autumn 1/2	Creative writing ▪ Introducing descriptive writing through images and Gothic extracts ▪ Identifying conventions of genre ▪ Using linguistic devices ▪ Writing in a particular genre Beowulf ▪ Identifying quotations ▪ Commenting on language use ▪ Constructing analytical paragraphs	Short story Character study assessment	Introducing descriptive writing skills. ▪ 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. ▪ Using topic sentences ▪ Using and explaining quotations in analytical paragraphs ▪ Commenting on characterisation	
Autumn 2	Macbeth ▪ Understanding Shakespeare's language	Dramatic performance	Introducing speaking and listening skills. ▪ Group work/ shared planning ▪ Active listening	

	▪ Understanding context and the Shakespearean theatre ▪ Understanding and using dramatic devices, within performances ▪ Developing confidence in public speaking The Daydreamer ▪ 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	▪ Interpreting stage directions ▪ Conveying ideas in role by adapting speech, gesture and movement Introducing structural features. ▪ Using paragraphs ▪ Varying sentence forms ▪ Using structural features at word, sentence and entire text level	
Spring 2	Poetry cluster ▪ Understanding how to approach and annotate a poem ▪ Introducing and exploring poetic techniques ▪ Memorising quotations	Analysis of poem	Introduction to poetic techniques and developing analysis. ▪ 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	▪ Constructing analytical paragraphs Non-fiction reading ▪ 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	Understanding connotations of language and presentational devices. ▪ 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	Non-fiction writing ▪ 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	Introduction to non-fiction writing ▪ 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	Tulip Touch ▪ 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	Introduction to plays and developing analysis, with a specific focus on characterisation. ▪ 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)	

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 ▪ 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. ▪ 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 ▪ 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. ▪ 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	Debates/viewpoints ▪ 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	Developing speaking and listening skills and independent planning. ▪ Demonstrating active listening, **through responding to questioning** ▪ Using appropriate speech, gesture and movement for a formal speech ▪ Varying vocabulary choices ▪ Independent planning	
Spring 1	Comedy writing ▪ 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	Developing non-fiction writing, within a specific genre. ▪ 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	The Lion, The Witch and The Wardrobe ▪ Identifying and commenting on themes ▪ Understanding conventions of	Theme analysis	Introducing thematic analysis across a text. ▪ Commenting on thematic links, across a text ▪ **Extend and develop**	

	children's literature ▪ 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** ▪ Understanding and explaining the effect of **complex** linguistic devices.	
Summer 1 **This Dystopia Unit Will Change to *The Hound of the Baskervilles* from 2022 – 2023** Summer 1/2	Dystopia ▪ 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 Begin The Island	Reading comprehension questions Non-fiction writing	Developing comprehension and analysis, of an unseen extract. ▪ **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 2	The Island ▪ 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. ▪ Matching register and style to	

	▪ Understanding descriptive writing within literary non-fiction ▪ Writing to instruct ▪ Understanding conventions of news-reports. Final focus on Media Representation		audience, form and purpose ▪ Using appropriate and effective vocabulary choices ▪ Commenting on and using conventions of form.	

Year 9

	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	Unseen Poetry ▪ 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	Developing strategies for approaching an unseen poem, whilst developing poetry analysis and comparative writing skills ▪ **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	A Christmas Carol ▪ Exploring how Dickens creates varied	A piece of creative writing in style of text	Developing genre-specific writing and developing exposure to 19th century fiction.	

	characters through linguistic and structural features ▪ Crafting linguistic devices ▪ Exploring effective vocabulary choices ▪ Using structural features, at: word, sentence and text level ▪ Planning and writing re-creative responses		Developing descriptive writing, through crafting language techniques and incorporating structural features. ▪ 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	Writing is fighting ▪ 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	Consolidating non-fiction writing and developing awareness of historical movements. ▪ 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	

	▪ Improving and redrafting writing ▪ Exploring varying contexts of protest writing and developing knowledge of social issues and historical movements Speaking and listening test ▪ 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	▪ 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** Consolidating speaking and listening skills and independent planning ▪ 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	Animal Farm ▪ 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	Consolidating language analysis and developing understanding of characterisation and theme. ▪ Commenting on characterisation and theme ▪ **Exploration** of relevant contextual factors, ideas and perspectives ▪ Exploration of writer's methods,	

	of key ideas in the text ▪ Identifying quotations ▪ Commenting on language use ▪ Constructing analytical paragraphs ▪ Using context within analytical writing.		using appropriate terminology ▪ Using and exploring quotations.	
Summer 1	Creative writing ▪ 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	Developing descriptive writing, through crafting language techniques and incorporating structural features. ▪ 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	Shakespearean context ▪ Developing understanding of Renaissance context and the Shakespearean theatre	Not assessed		