21/22 Key Stage 3 Curriculum and Assessment Map

Subject: English

	Year 7				Year 8			
	FORTNIGHTLY LRC LESSON: Bedrock				**FORTNIGHTLY LRC LESSON: Bedrock**			
	Semester 1 The Writer's Craft		Semester 2 Literature Through Time		Semester 1 Conflict and injustice		Semester 2 Through the Eyes of Society	
'Big Picture'	1. Introduce inference and WHW 2. Write creatively using genre conventions and 'show not tell' for characters	1. Understanding and using PIRATEMOUSE in their own and others' writings. 2. Understand the criteria for a successful speech, including delivery. 3. Learn and practise drafting skills	1. Developing inference skills through WHW format, including linking to context and writer's intention; and use of subject terminology 2. Understanding the context of Shakespeare's plays.	1. Developing inference skills through SQI format, including linking to context and writer's intention; and use of subject terminology 2. Understanding dramatic techniques and structure	1. Reinforce and develop WHW skills 2. Introduce poetic terms and formats	1. Reinforce and develop WHW skills moving towards longer essay style responses which includes links to context and writer's intentions. 2. To understand the crafting of characters and narratives.	1. Introducing context of Victorian Literature 2. Reinforce and develop WHW skills, including longer essay style answers with links to the writer's intention and context.	1. To write creatively using tier 2 vocabulary and sentence structures/paragraphing for effect 2. To know and be able use a range of figurative techniques in their work.
Content Delivery	**The Creative Writer's Toolkit** Character Booklet to introduce WHW in first four weeks (villains extracts) Gothic Genres along with narrative characterisation tropes e.g villains	**Rhetoric Through Time** Speech Writing	**Introduction to Characterisation/ Shakespeare** Shakespeare's Women	**Modern play: Noughts and Crosses** Conflict, diversity and injustice	**Exploring Conflict** External and internal conflict within literature (poetry anthology)	**Modern Novel: 'Of Mice and Men'** Gender and conflict	**Victorian reading unit** extract based fiction analysis introducing Victorian literature.	**Local Writing: creative and travel**
Main Assessment (Week 8)	Creative Writing **Knowledge based questions (5)** **Writing the opening of gothic (conscious crafting on one side of A4)**	Speech Writing **Knowledge based questions (5)** **Writing a speech (conscious crafting on one side of A4)**	Response to a Text **Knowledge based questions (5)** **WHW analysis of an extract. Writing: Paragraph describing an image of Shakespeare's London.**	Response to a text **Knowledge based questions (5)** **WHW analysis of an extract of the play.**	Poetry SQI **Knowledge based questions (5)** **WHW analysis of 'Out of the Blue.'** **Writing: Descriptive paragraph linked to conflict image**	Analyse a short extract: **Knowledge based questions (5)** **WHW analysis of an extract from 'OMAM' focusing on the death of Curley's Wife.** **Writing: Descriptive paragraph linked to image of Crooks' barn.**	Analyse a short extract **Knowledge based questions (5)** **WHW analysis of an extract from 'Jane Eyre'** **Writing: Descriptive paragraph linked to image of Victorian London.**	Newspaper Article: **Knowledge based questions (5)** **Writing a piece of travel writing (conscious crafting on two sides of A4)**

	Writing Skills							
Writing Skills	**Second 4 weeks:** **Creative writing** **-Diagnostic piece** Use of varied vocabulary within genre Figurative language e.g. pathetic fallacy, extended metaphor Sentence openers 'show not tell'	**Speech writing:** Speech writing Rhetorical devices using PIRATEMOUSE acronym. PIRATEMOUSE (rhetorical devices) Effective paragraphing to help structure and develop an idea or viewpoint. Aristotelian structure of speeches	**Analytical Writing Skills** Use an appropriate format and tone when writing an analytical response. Use of a range of vocabulary for accurate expression and effect. Use of structure to develop and support an idea or argument.	**Analytical Writing Skills** Use an appropriate format and tone when writing an analytical response. Use of a range of vocabulary for accurate expression and effect. Use of structure to develop and support an idea or argument.	**Analytical Writing Skills** Use an appropriate format and tone when writing an analytical response. Use of a range of vocabulary for accurate expression and effect. Use of structure to develop and support an idea or argument.	**Analytical Writing Skills** Use an appropriate format and tone when writing an analytical response. Use of a range of vocabulary for accurate expression and effect. Use of structure to develop and support an idea or argument.	**Analytical Writing Skills** Use an appropriate format and tone when writing an analytical response. Use of a range of vocabulary for accurate expression and effect. Use of structure to develop and support an idea or argument.	**Travel Writing** Embed rhetorical devices using PIRATEMOUSE acronym. Rhetorical devices using PIRATEMOUSE acronym. PIRATEMOUSE (rhetorical devices) Effective paragraphing to help structure and develop an idea or viewpoint. Imagery Similes Metaphors Sensory language
Reading Skills	**First 4 weeks:** Analyse language choices Select relevant information Infer from a quotation	Analyse language choices within a variety of speeches to model in own writing. Analyse different structures used in style models to create effective texts for the required purpose	Select appropriate quotations to support our ideas. Explore the hidden meaning of a text or quotation. Explore how word choices made by a writer create different meanings for the reader. Explore the effects of specific word choices on the reader e.g. how does this word make us feel? To understand the time and place a text is written and set in can help us to analyse its meaning.	Select appropriate quotations to support our ideas. Explore the hidden meaning of a text or quotation. Explore how word choices made by a writer create different meanings for the reader. Explore the effects of specific word choices on the reader e.g. how does this word make us feel? To understand the time and place a text is written and set in can help us to analyse its meaning.	Select appropriate quotations to support our ideas. Explore the hidden meaning of a text or quotation. Explore how word choices made by a writer create different meanings Explore the effects of specific word choices on the reader Understand the time and place a text is written and set in can help us to analyse its meaning.	Select judicious quotations to support our ideas. Explore the hidden meaning of a text or quotation, giving alternative inferences Single word analysis for meaning Understanding and embedding relevant contextual detail	Select appropriate quotations to support our ideas. Explore the hidden meaning of a text or quotation. Develop an opinion and/or ideas about a text. Explore the word choices made by a writer to create different meanings for the reader. Explore the effects of specific word choices on the reader Explore how the structure (paragraph and sentence) can affect the reader's response. Understand the context of a text and how it influences its meaning and our interpretation of it.	Analyse language choices within different writing styles/format to model in your own writing. Analyse different structures used in style models to create effective texts for the required purpose.

Technical accuracy (AO6)	Informed by diagnostic piece: (feedback list on the bottom) Capital letters, full stops and question marks to demarcate sentences. Apostrophes to mark contracted forms Apostrophes for singular and plural possession Commas to separate items in a list Use of commas after fronted adverbials (Later that day, I walked to the shop) Commas for embedded clauses Use of semi-colon and colon to mark a stronger sub-division than the comma.

ACSPIE - range of sentence starters | Capital letters, full stops and question marks to demarcate sentences. Apostrophes to mark contracted forms Commas to separate items in a list Use of commas after fronted adverbials (Later that day, I walked to the shop) Use of semi-colon and colon to mark a stronger sub-division than the comma. Apostrophes for singular and plural possession ACSPIE - range of sentence starters | Use quotation marks accurately. Use complex sentence structures to embed quotations. | Use quotation marks accurately. Use complex sentence structures to embed quotations. | Embedding quotations using accurate punctuation

Use complex sentence structures to embed quotations.

Capital letters, full stops and question marks to demarcate sentences. | Embedding quotations using accurate punctuation

Use complex sentence structures to embed quotations.

Capital letters, full stops and question marks to demarcate sentences. | Use quotation marks accurately. Use of punctuation to aid clarity of expression for ideas. Use complex sentence structures to embed quotations. | Capital letters, full stops and question marks to demarcate sentences. Apostrophes to mark contracted forms Commas to separate items in a list Use of commas after fronted adverbials (Later that day, I walked to the shop) Use of brackets and dashes Use of semi-colon and colon to mark a stronger sub-division than the comma. Apostrophes for singular and plural possession ACSPIE - range of sentence starters |
| **Themes and wider knowledge** | Genre characteristics within C20th texts Gothic conventions Representations of gender in literature Power Conflict Expanded personal vocabulary. | PIRATEMOUSE (rhetorical devices) Structure of an argument (powerful introduction, developed points, counter arguments, impactful conclusion) Format conventions for different types of transactional writing. Use of vocabulary and sentence structures to create effects | Rhetoric Power and conflict Gender Social hierarchy Love Conflict Ambition Life's journey Indecision and inaction. Patriarchy: status of women | Power and Conflict Race - issues and representation Dramatic conventions 3 Act Structure Dialogue Staging and lighting Terrorism. Justice. Heroes. Forbidden love. Segregation. Friendship. Slavery. Education and Social Interaction. Grief. Hope. | Power of people Power of conflict War LIterary conventions pre 1945 Family and friendship Comradeship Community Propaganda | Class and society The American Dream Racism Loneliness Friendship Family American Literary conventions Women's roles in society Patriarchy | Social hierarchy Family Childhood Social responsibility Poverty Christianity 19th Century settings Contextual knowledge of the novels/texts e.g.social conditions; political views of the writer Expanded personal vocabulary. | Community Local heritage and history Genre conventions of travel writing Expanded personal vocabulary Travel opportunities and experiences |
| **Links to KS4/5** | Language Paper 1, Q5 Writing based on an image/technical accuracy Literature: awareness of genre A Level Lit/Lang Recreative skills | Language Paper 2, Q5 Persuasive writing based on a theme/topic for effect Spoken Language Study: give a speech Language Paper 2 Q5: writing about a viewpoint or perspective. (different formats; structuring ideas; rhetorical devices) | Literature: GCSE Set Text 'Romeo and Juliet' Literature Paper 1 Section A: Shakespeare text | Literature: Romance genre conventions links to 'Romeo and Juliet' key theme (courtly love and gender stereotypes) Conflict between different cultures and families- GCSE Poetry and Romeo and Juliet | Literature: Conflict poetry | Literature: Key themes linked to KS4 texts-

Social hierarchy Fate and loneliness Poverty Women's roles in literature Race within literature | Language: Access to 19th Century texts (language, structure and context)

Literature: 'A Christmas Carol' themes of poverty, family, social hierarchy, social responsibility, Christianity and economics. | Language Paper 2, Q5: Article writing based on a theme/topic for effect

Language Paper 2, Q2: language analysis |