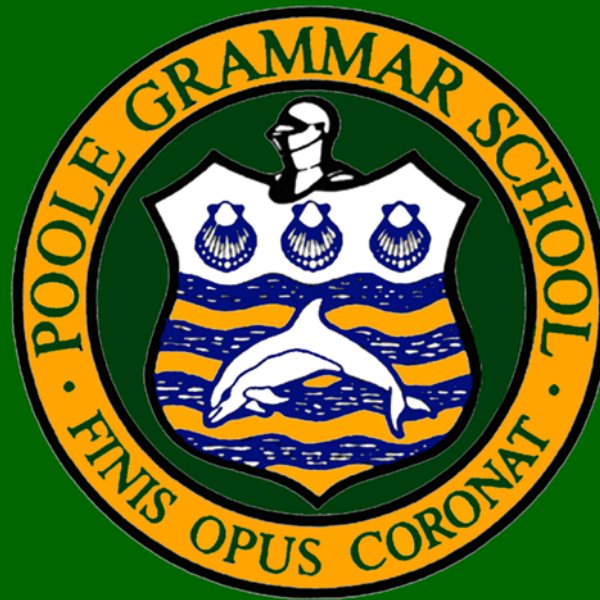


Poole Grammar School - Key Stage 3

(Year 7, Year 8 & Year 9)

ENGLISH

‘Meeting expectations’ criteria, programme of study and curriculum content



Key Stage 3 English 'meeting expectations' descriptors

	Year 7	Year 8	Year 9
Knowledge	<p>Effective recall of Language knowledge to show grammar, punctuation, spelling and terminology. Effective Literature knowledge shows awareness of genre types and narrative elements. Effective in assessments means 60% or above. Reading / writing ages and (potential gaps) are assessed in first term. Literacy levels support.</p>	<p>Effective recall of Language knowledge to include grammar, punctuation and spelling and accurate terminology. Effective Literature knowledge includes clearer engagement with genre and longer narrative design. Effective in assessments means 65% or above. Reading / writing age variations are assessed and supported.</p>	<p>Effective recall of Language knowledge to include grammar, punctuation and spelling. Effective Literature knowledge to include awareness of genre types and narrative design with an extended grasp of terminology. Effective in assessments means 70% or above. Reading / writing age variations continue to be assessed and supported.</p>
Understanding	<p>Apply Language knowledge with item selection; identify writing techniques and interpret effects; text evaluation will show good understanding of explicit, and some understanding of implicit, meanings.</p>	<p>Apply Language knowledge with item selection; identify writing techniques and effects; text evaluation will show confident understanding of explicit, and firmer understanding of implicit, meanings.</p>	<p>Apply Language knowledge to questions that require item selection, interpretation of writing techniques and effects; text evaluation will show understanding of explicit, and strong understanding of implicit, and at times complex understanding of implicit, meanings.</p>
Problem solving	<p>Use Language skills and understanding of texts to effectively answer KS3 Board standard reading and writing tasks. In Year 7, an effective Language answer might be simple but is relevant, engaging and supported by evidence. An effective Literature answer will be largely relevant, detailed and use some terminology.</p>	<p>Use Language skills and understanding of texts to effectively answer KS3 Board standard reading and writing tasks. In Year 8, an effective Language answer is clear, engaging, and supported by relevant evidence and interpretation. An effective Literature answer will be relevant, detailed and use suitable terminology.</p>	<p>Use Language skills and understanding of texts to effectively answer KS3 Board standard reading and writing tasks. In Year 9, an effective Language answer is clear and relevant; evidence is well selected; interpretation may be confident and personal. The best work will have some sophistication. An effective Literature answer will be relevant, detailed and use terminology fluently.</p>
Skills	<p>Effectively use English knowledge and skills to respond to transactional and creative reading and writing tasks. Effectively identify relevant material and detail.</p> <ul style="list-style-type: none"> • Demonstrate understanding of different Language tasks. Combine, and contrast. • Write clearly about fiction and non-fiction texts. • Discuss explicit and, sometimes, implicit meanings. • Speak and write about a range of fiction and non-fiction texts read in and out of class. 	<p>Effectively use English knowledge and skills to respond to transactional and creative reading and writing tasks. Effectively identify relevant material and detail.</p> <ul style="list-style-type: none"> • Demonstrate understanding of the range of Language tasks. Synthesize, contrast • Write clearly and in detail about fiction and non-fiction texts. • Discuss explicit and examine implicit meanings with increasing success. • Speak and write about a range of fiction and non-fiction texts read in and out of class. 	<p>Effectively use English knowledge and skills to respond to transactional and creative reading and writing tasks. Effectively identify relevant material and detail with commentary of greater depth and some sophistication.</p> <ul style="list-style-type: none"> • Demonstrate full understanding of the range of Language tasks through points of greater complexity. Synthesize, contrast, evaluate. • Write clearly, in some detail and in greater depth, about fiction and non-fiction texts. • Discuss explicit meanings in context; consider implicit meanings with inferential insight. • Speak and write about a range of fiction and non-fiction texts read in and out of class.

Programme of study: Year 7 English – 6 lessons per cycle

Autumn term	Spring term	Summer term
<p>Unit 1 Includes initial spelling tests Comprehension a free writing exercise)</p> <p>Autobiography: Me, Myself, I Creative writing, fiction and non-fiction texts 7 weeks</p> <p>Unit 1 Assessment: autobiography</p>	<p>Unit 3 Modern Prose: <i>Moonfleet</i> Literary analysis with some Language Paper 1 tasks 11 weeks</p> <p>Unit 3 Assessment 1: Police report Paper 2 Describe, explain</p>	<p>Unit 4 History of the English Language Pre-Anglo-Saxon via Normans to Middle English 6 weeks</p> <p>Unit 4 Assessment: Lang Paper 2 Argue</p>
HALF TERM HOLIDAY		
<p>Unit 2 Drama: Shakespeare <i>The Tempest</i> 6 Weeks</p> <p>Unit 2 Assessment: Extract and wider text commentary</p>	<p>Unit 3 cont'd Modern Prose: <i>Moonfleet</i> Literary analysis with some Language Paper 2 tasks Assessment 2 NEA speech (Eulogy)</p>	<p>Unit 5 AQA Poetry other cultures Mainly 20th century focus 6 weeks</p> <p>Unit 6 Assessment Poetry comparison</p>

Literacy programme starts in Unit 1 after spelling age tests and free writing. 1 in 6 lessons. Paper 1 focus over Units 1-3 and Paper 2 focus for Units 4 to 6. Cross curricular links made with History and MFL in Unit 5.

Curriculum content: Year 7 English

Units 1 to 5	Content	Assessment
1 Autobiography Me, Myself, I (6 weeks)	Benchmark tests: initial spelling age tests, comprehension and a free writing exercise Creative writing, fiction and non-fiction texts K & U of ways to write, and respond creatively to autobiography; grammar and style; S: developing techniques such as point of view, voice and tone in non-fiction writing	Spelling ages Unit end: creative non-fiction
2 Drama Shakespeare (6 weeks)	<i>The Tempest</i> Literary analysis - with Literacy tasks - text comparison K: dramatic character construction methods, setting, scene and wider narrative design; K & U of ways to respond to drama; K & U of essay form S: research, team work, oral presentation	Unit end: essay response on Caliban with extract and wider text focus (45-min)
3 Modern Prose (11 weeks)	<i>Moonfleet</i> - Literary analysis with Language Paper 1 tasks – two assessments K: character construction methods, setting, narrative design; K & U of ways to respond to modern prose fiction; K & U of essay form; S: research team work oral presentation	Lang Paper 2 explain describe Police report Unit end: Class speech (Eulogy)
4 History of the English Language (6 weeks)	Pre-Anglo-Saxon via Normans to Middle English K & U: how English developed over a few centuries, with focus on a range of short texts and some awareness of origins and historical events	Unit end: Lang Paper 2 - argue persuade after research HW
5 Other Cultures Poetry (6 weeks)	Mainly 20 th century focus examining experiences from a range of perspectives K & U: range of poetic techniques and forms; developing ability to read for implication in a defined context S: research, team work, oral presentation	Poem comparison (45 min)
Literacy	K & U of Language paper question types and ways to respond to fiction and non-fiction texts. S: Teamwork; research; oral communication.	Ongoing by unit

Programme of study for Year 8 English – 6 lessons per cycle

Autumn term	Spring term	Summer term
<p>Unit 1 Mixed genre Short stories Text analysis of selected short stories, working with literacy and later language frameworks. K. Gothic supernatural, sci-fi stories Literary analysis with some Language Paper 1 tasks</p> <p>Modelled creative responses (7 weeks)</p> <p>Unit 1 Assessment: Frame-worked short extract: 'The Red Room' Text analysis skills</p>	<p>Unit 3 Modern drama <i>A Curious Incident</i> Literary analysis - with Literacy and language tasks – context and theme exploration dramatic character construction setting, scene and wider narrative design; respond to drama; essay form Research, team work, oral presentation (11 weeks) Unit 3 Assessment: Extract response</p>	<p>Unit 4 Seven Deadly Sins Contemporary advertising genres and techniques examined multi modal techniques and forms; developing ability to read for implication in a defined context S: research, team work, 6 weeks</p> <p>Unit 4 Assessment Advert creation and analysis via oral presentation</p>
HALF TERM HOLIDAY		
<p>Unit 2 Early Literature Chaucer in context;</p> <p>Exploring and responding to different genres; grammar and style; writing techniques: PoV, voice and tone in fiction writing (6 weeks)</p>	<p>Unit 3 Modern drama (cont'd) <i>A Curious Incident</i> Literary analysis - with Literacy and language tasks – context and theme exploration dramatic character construction setting, scene and wider narrative design; respond to drama; essay form Research, team work, oral presentation (11 weeks) Unit 3 Assessment: Extract response</p>	<p>Unit 5 Non-Fiction texts Paper 2 Language texts How writers portray a range of events, characters and global cultural experiences A range of short texts and some awareness of origins and historical events</p> <p>(6 Weeks)</p> <p>Unit 5 Assessment: Extract and wider context reading for implication</p>

Literacy programme starts in Unit 1 after spelling age tests and free writing. 1 in 6 lessons. Paper 1 focus over Units 1-3 and Paper 2 focus for Units 4 to 6. Cross curricular links made with History and MFL in Unit 5.

Curriculum content for Year 8 English

Unit	Content	Assessment
1 Genre short stories (6 weeks)	Text analysis of selected short stories, working with literacy and later language frameworks. K & U of how to respond to, and write in, different creative genres and styles S-F, Gothic, supernatural; K: grammar S: Literary analysis with Language Paper 1 Section A tasks S: Modelled creative responses with unit end text comparison across genres.	Unit end: genre text comparison
2 Early Literature Chaucer and his times (6 weeks)	S: developing techniques such as point of view, voice and tone in non-fiction writing K: character construction methods, setting, narrative design; K & U of ways to respond to modern prose fiction; K & U of essay form; S: research team work oral presentation	Unit end: single text extract focus (45-min)
3 Modern Drama <i>A Curious Incident</i> (11 weeks)	Literary analysis (with Literacy and language tasks) context and theme exploration K: dramatic character construction methods, setting, scene and wider narrative design; K & U of ways to respond to drama; K & U of essay form S: research, team work, oral presentation	Unit end: Extracts and wider text commentary (45 min)
4 The 7 Deadly Sins (6 weeks)	Contemporary advertising genres and techniques examined from a range of perspectives K & U: range of multi modal techniques and forms; developing ability to read for implication in a defined context S: research, team work, oral presentation	Advert creation and analysis
5 Non-Fiction Paper 2 Language (6 weeks)	K & U: How writers use language to portray a range of events, characters and global cultural experiences; focus on a range of short non-fiction texts K & U develop an awareness of origins, context, historical events S: developing techniques to assess PoV, voice and tone in non-fiction writing	Non-fiction texts response (with context and creative work)
Literacy	K & U of Language paper question types and ways to respond to fiction and non-fiction texts. S: Teamwork; research; oral communication.	Ongoing by unit

Year 9 English Programme of Study – 6 lessons per cycle

Autumn term	Spring term	Summer term	Literacy programme starts in Unit 1. 1 in 6 lessons. Paper 2 focus over Units 1-3 Q 1-4 and Q5 focus after Unit 4.
<p>Unit 1 - Prose Woman in Black Text analysis of selected passages, working with literacy and language frameworks. Modelled creative responses 6 weeks Unit 1 Assessment 1: Text/context response</p>	<p>Unit 2 Shakespeare <i>Romeo and Juliet</i> Literary analysis - with Literacy and language tasks – context and theme exploration dramatic character construction setting, scene and wider narrative design; respond to drama; essay form Research, team work, oral presentation 6 weeks Unit 2 Assessment 1: Extract response</p>	<p>Unit 3 GCSE Power and Conflict poetry * Explore and respond to selected poems with A03 S & U: analysis of poetic techniques across different periods and genres; grammar and style; Focus on writing techniques: PoV, voice and tone in poetry 9 weeks Unit 3 Assessment: Poem A03 comparison response</p>	
HALF TERM HOLIDAY			
<p>Unit 1 continued K: Gothic and supernatural genre S: Literary analysis with some Language Paper 1 tasks 7 weeks Unit 1 Assessment 2: Single text extract response</p>	<p>Unit 2 Shakespeare continued 6 Weeks Unit 2 Assessment 1: Extract and wider context Reading for tragedy</p>	<p>Unit 3 continued. * Unit 4 synoptic GCSE Lang Paper 2 Non-fiction texts How writers portray a range of events, characters and global cultural experiences over time. A range of short texts and some awareness of origins and historical events, from the AQA Year 9 workbooks. Unit 4 Assessment NEA oral Q5 task</p>	

Power and Conflict poems in Year 9: Ozymandias, MLD, Kamikaze, War Photographer, Checkin' out me History, Remains

Curriculum content: Year 9 English

Unit	Content	Assessment
1 Susan Hill, <i>The Woman in Black</i> (1983) 12 weeks	Whole text analysis; working with literacy and later language frameworks. K & U of how to identify and respond to Gothic genre, imagery, 'Victorian' construction Gothic, supernatural; K: grammar S: Literary analysis S: Modelled creative responses with unit end single genre characteristics and A03.	Unit 1A: genre text response
<i>The Woman in Black</i>	S: developing fiction analysis techniques such as PoV, voice, sequence and tone K: character construction methods, setting, narrative design; K & U of ways to respond to setting, character, sequence; K & U of essay form; S: research team work	Unit 1B: text extract focus (45-min) Covers both Lit and Lang Paper 1
2. Shakespeare, <i>Romeo and Juliet</i> (1591-95) 11 weeks	K & U: Elizabethan English; how S constructs to structure dramatic narrative, construct character and explore cultural experience; focus on a range of literary extracts K & U develop an awareness of sources, influence, context, historical events S: developing techniques to assess PoV, voice and tone in dramatic writing	Unit 2A: extract drama response
<i>Romeo and Juliet</i>	Literary analysis (with Literacy and language tasks) context and theme exploration K: dramatic character construction methods, setting, scene and wider narrative design; K & U of ways to respond to drama; K & U of essay form S: research, team work, oral presentation on tragedy and wider A03	Unit 2B: Extracts and wider text commentary (45 min)
3. GCSE Power and Conflict poetry (9 weeks)	S & U: Explore and respond to selected poems with A03 understanding analysis of poetic techniques across different periods and genres; combine grammar and style points; synthesize, contrast, evaluate Focus on writing techniques: PoV, voice and tone in poetry K & U: developed ability to read for implication in a defined context S: research, team work; infer meanings and support	Unit 3: A03 marked poem comparison
4 Non-Fiction skills Language Paper 2 (3 weeks)	K & U: How writers use language to portray a range of events, characters and global cultural experiences; focus on a range of short non-fiction texts K & U develop an awareness of origins, context, historical events S: developing techniques to assess PoV, voice and tone in non-fiction writing S: NEA oral presentation	Non-fiction texts responses (with context and creative work) NEA for Q5
Literacy skills	K & U of Language paper question types and ways to respond to fiction and non-fiction texts. S: Teamwork; research; oral communication.	Ongoing by unit