

KS3 Curriculum Map with Skills & Knowledge Descriptors

<p>Year 7: INSPIRES <u>Autumn 1</u> Unit 1: Transition <i>Presentation: Who am I?</i></p> <p>Unit 2: Non-Fiction <i>Survival in the Modern World</i></p>	<p><u>Autumn 2</u> Unit 3: Fiction <i>Courage & Heroism</i></p>	<p><u>Spring 1</u> Unit 4: Drama <i>Good Vs Evil</i></p>	<p><u>Spring 2</u> Unit 5: Poetry <i>Nature & Romantic Poetry</i></p>	<p><u>Summer 1</u> Unit 6: Shakespeare <i>The Language of Love</i></p>	<p><u>Summer 2</u> Unit 7: Non-fiction <i>Cultural Voices</i></p>
<p>R: Use a range of strategies, including accurate decoding of text, to read for meaning W: Write imaginative, interesting and thoughtful texts, using correct spelling and punctuation O: Listening actively & responding appropriately. Guiding or managing interactions - Turn-taking</p>		<p>R: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text W: Produce texts which are appropriate to task, purpose and audience O: Choice of content to convey meaning & intention - Building on the views of others. Structure & organisation of talk</p>		<p>R: Deduce, infer or interpret information, events or ideas from texts W: Planning and structuring texts appropriately O: Gesture & posture - Facial expression & eye contact. Pace of speech - Voice projection</p>	
<p>Year 8: CHALLENGES <u>Autumn 1</u> Unit 1: Fiction <i>Alienated Characters</i></p>	<p><u>Autumn 2</u> Unit 2: Literature <i>Wild Animals Poetry</i></p>	<p><u>Spring 1</u> Unit 3: Non-fiction <i>Doom, Death & Destruction</i></p>	<p><u>Spring 2</u> Unit 4: Media <i>Creative Persuasion</i></p>	<p><u>Summer 1</u> Unit 5: Non-fiction <i>Prejudice & Perspective</i></p>	<p><u>Summer 2</u> Unit 6: Fiction <i>The Imitation Game – Genre Writing</i></p>
<p>R: Identify, analyse and comment on the structure and organisation of texts, including grammatical and presentational features at text level W: Select appropriate and effective vocabulary O: Self-assurance - Liveliness & flair</p>		<p>R: Explain, analyse and comment on writers’ use of language, including grammatical and literary features at word and sentence level W: Organise and present whole texts effectively, sequencing and structuring information, ideas and events O: Seeking information & clarification through questioning – Summarising. Maintaining focus on task - Time management</p>		<p>R: Identify, analyse and comment on writers’ purposes and viewpoints, and the overall effect of the text on the reader W: Construct paragraphs and use cohesion within and between paragraphs O: Appropriate vocabulary choice. Register - Grammar</p>	
<p>Year 9: EMPOWERS <u>Autumn 1</u> Unit 1: Fiction <i>The Gothic</i></p>	<p><u>Autumn 2:</u> Unit 2: Literature <i>Power & Corruption</i></p>	<p><u>Spring 1</u> Unit 3: Non-fiction <i>Homelessness</i></p>	<p><u>Spring 2</u> Unit 4: Non-fiction <i>Hope & Suffering</i></p>	<p><u>Summer 1</u> Unit 5: Fiction <i>Isolation & Loners in American Fiction</i></p>	<p><u>Summer 2</u> Unit 6: Literature <i>Poetry from Other Cultures</i></p>
<p>R: Evaluate texts critically and support this with appropriate textual references W: Vary sentences for clarity, purpose and effect O: Taking account of level of understanding of the audience</p>		<p>R: Compare and evaluate writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts W: Write with technical accuracy of spelling, syntax and punctuation in phrases, clauses and sentences O: Giving reasons to support views - Critically examining ideas & views expressed. Rhetorical techniques such as metaphor, humour, irony & mimicry</p>		<p>R: Relate texts to their social, cultural and historical contexts and literary traditions W: Embed subtle and highly effective vocabulary and language features O: Effective vocabulary choice. Tonal variation - Clarity of pronunciation</p>	

Year 7 Marking Criteria – TLS English KS3 Curriculum

Autumn

Spring

Summer

Developing	<p>R: Use a basic range of strategies, including simple decoding of text, to read for meaning</p> <p>W: Write with limited imagination, creating some interest, using simple spelling and basic punctuation</p> <p>O: Listen carefully & respond simply. Manage basic interactions and turn-taking</p>	<p>R: Select or retrieve some information from texts and identify quotation or textual reference</p> <p>W: Produce texts which are partly appropriate to task, purpose and audience</p> <p>O: Choose content to convey simple meaning – Begin to build on the views of others.</p>	<p>R: Deduce, infer or interpret simple information from texts</p> <p>W: Plan and structure basic texts competently</p> <p>O: Use simple gesture & posture - Facial expression & eye contact. Project voice clearly.</p>
Secure	<p>R: Use a competent range of strategies, including accurate decoding of text, to read for meaning</p> <p>W: Write imaginative, interesting texts, using correct spelling and punctuation</p> <p>O: Listen actively & respond appropriately. Guide or manage interactions and turn-taking</p>	<p>R: Describe, select or retrieve relevant information or ideas and explain quotation or textual reference</p> <p>W: Produce texts which are mostly appropriate to task, purpose and audience</p> <p>O: Choose content to convey meaning & intent - Build on the views of others. Organise talk</p>	<p>R: Deduce, infer or interpret relevant information, events or ideas from texts</p> <p>W: Plan and structure interesting texts appropriately</p> <p>O: Use deliberate gesture & posture. Project voice clearly and vary pace of speech</p>
Exceeding	<p>R: Use an extensive range of strategies, including creative decoding of text, to read for meaning</p> <p>W: Write ambitious, interesting and thoughtful texts, using accurate spelling and wide range of punctuation</p> <p>O: Listen perceptively & develop responses. Guide or lead interactions and direct turn-taking</p>	<p>R: Understand, select or retrieve key information or ideas and analyse quotation or textual reference</p> <p>W: Produce texts which are highly appropriate to task, purpose and audience</p> <p>O: Select content to convey complex meaning & intent - Develop the views of others. Structure & organise talk</p>	<p>R: Deduce, infer or interpret key information, events or ideas from texts</p> <p>W: Plan and structure thoughtful texts effectively</p> <p>O: Use subtle gesture & posture. Project voice confidently and modulate voice for impact</p>

Benchmark Descriptor	<p>R: Use a range of strategies, including decoding of text, to read for meaning</p> <p>W: Write with imagination, creating interest, using spelling and punctuation</p> <p>O: Listen & respond. Manage interactions and turn-taking</p>	<p>R: Describe, select or retrieve information from texts and use quotations or textual reference</p> <p>W: Produce texts which are appropriate to task, purpose and audience</p> <p>O: Choose content to convey meaning – Build on the views of others.</p>	<p>R: Deduce, infer or interpret information from texts</p> <p>W: Plan and structure texts</p> <p>O: Use gesture & posture - Facial expression & eye contact. Project voice.</p>
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Year 8 Marking Criteria – TLS English KS3 Curriculum

	Autumn	Spring	Summer
Developing	<p>R: Identify, explain and comment on the structure and organisation of texts</p> <p>W: Select some appropriate and suitable vocabulary</p> <p>O: Demonstrate limited self-assurance with some animation</p>	<p>R: Identify, explain and comment on writers' use of language, including basic literary features</p> <p>W: Organise and present whole texts simply, with some structuring of information, ideas and events</p> <p>O: Seek simple information through questioning – Maintain some focus on task with limited time management</p>	<p>R: Identify, explain and comment on writers' purposes and viewpoints</p> <p>W: Construct basic paragraphs and use simple cohesion within and between paragraphs</p> <p>O: Use some appropriate vocabulary choices. Limited awareness of register - Grammar</p>
Secure	<p>R: Identify, analyse and comment on the structure and organisation of texts, including some grammatical or presentational features</p> <p>W: Select mostly appropriate and effective vocabulary</p> <p>O: Demonstrate clear self-assurance with evident liveliness</p>	<p>R: Identify, analyse and comment on writers' use of language, including some grammatical or literary features at word level</p> <p>W: Organise and present whole texts appropriately, sequencing and structuring information, ideas and events</p> <p>O: Seek relevant information & clarification through questioning. Maintain clear focus on task with good time management</p>	<p>R: Identify, analyse and comment on writers' purposes and viewpoints, and the effect of the text on the reader</p> <p>W: Construct paragraphs carefully and use adequate cohesion within and between paragraphs</p> <p>O: Use mostly appropriate vocabulary choices. Clear awareness of register - Grammar</p>
Exceeding	<p>R: Identify, evaluate and comment on the structure and organisation of texts, including a range of grammatical or presentational features</p> <p>W: Select carefully chosen, thoughtful and compelling vocabulary</p> <p>O: Demonstrate confident self-assurance with liveliness & flair</p>	<p>R: Identify, evaluate and comment on writers' use of language, including a range of grammatical and literary features at word and sentence level</p> <p>W: Organise and present whole texts effectively, deliberately sequencing and structuring information, ideas and events for impact</p> <p>O: Seek important information & clarification through thoughtful questioning. Maintain sharp focus on task with efficient time management</p>	<p>R: Identify, evaluate and develop comments on writers' purposes and viewpoints, and the overall impact of the text on the reader</p> <p>W: Construct paragraphs creatively and use innovative cohesion within and between paragraphs</p> <p>O: Use highly appropriate vocabulary choices. Intuitive awareness of register - Grammar</p>

Benchmark Descriptor	<p>R: Identify and comment on the structure and organisation of texts, including grammatical or presentational features</p> <p>W: Select appropriate vocabulary</p> <p>O: Demonstrate self-assurance with liveliness</p>	<p>R: Identify and comment on writers' use of language, including grammatical or literary features at word level</p> <p>W: Organise and present whole texts and structure information, ideas and events</p> <p>O: Seek information & clarification through questioning. Maintain focus on task with time management</p>	<p>R: Identify and comment on writers' purpose and viewpoint, and the effect of the text on the reader</p> <p>W: Construct paragraphs and use cohesion within and between paragraphs</p> <p>O: Use appropriate vocabulary choices. Show awareness of register - Grammar</p>
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Year 9 Marking Criteria – TLS English KS3 Curriculum

Autumn

Spring

Summer

Developing	<p>R: Evaluate texts simply and support this with basic textual references W: Limited sentence variety for clarity, purpose and effect O: Show some awareness of level of understanding of the audience</p>	<p>R: Compare and evaluate writers' ideas and perspectives simply, as well as how these are conveyed W: Write with basic technical accuracy of spelling, syntax and punctuation in phrases, clauses and sentences O: Give limited reasons to support views – Understand ideas & views expressed. Use some rhetorical techniques</p>	<p>R: Relate texts basically to their social, cultural and historical contexts and literary traditions W: Embed appropriate vocabulary and language features O: Use simple vocabulary choices. Some tonal variation and clarity of pronunciation</p>
Secure	<p>R: Evaluate texts competently and support this with appropriate textual references W: Deliberate sentence variety for clarity, purpose and effect O: Show clear awareness of level of understanding of the audience</p>	<p>R: Compare and evaluate writers' ideas and perspectives competently, as well as how these are conveyed W: Write with competent technical accuracy of spelling, syntax and punctuation in phrases, clauses and sentences O: Give clear reasons to support views - Consider ideas & views expressed. Use several rhetorical techniques</p>	<p>R: Relate texts competently to their social, cultural and historical contexts and literary traditions W: Embed effective vocabulary and language features O: Use thoughtful vocabulary choices. Clear tonal variation and clarity of pronunciation</p>
Exceeding	<p>R: Evaluate texts critically and support this with perceptive textual references W: Crafts sentence variety for clarity, purpose and effect O: Show acute awareness of level of understanding of the audience</p>	<p>R: Compare and evaluate writers' ideas and perspectives perceptively, as well as how these are conveyed W: Write with refined technical accuracy of spelling, syntax and punctuation in phrases, clauses and sentences O: Give convincing reasons to support views - Critically examine ideas & views expressed. Use selective rhetorical techniques</p>	<p>R: Relate texts confidently to their social, cultural and historical contexts and literary traditions W: Embed subtle and highly effective vocabulary and language features O: Use highly effective vocabulary choices. Subtle tonal variation and clarity of pronunciation</p>

Benchmark Descriptors	<p>R: Evaluate texts and support this with textual references W: Sentence variety for clarity, purpose and effect O: Show awareness of level of understanding of the audience</p>	<p>R: Compare and evaluate writers' ideas and perspectives, as well as how these are conveyed W: Write with technical accuracy of spelling, syntax and punctuation in phrases, clauses and sentences O: Give reasons to support views – Think about ideas & views expressed. Use rhetorical techniques</p>	<p>R: Relate texts to their social, cultural and historical contexts and literary traditions W: Embed vocabulary and language features O: Use vocabulary choices, tonal variation and clarity of pronunciation</p>
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