

Emerging Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Emerging Students Will:

- Attempt to use relevant vocabulary choices in Year 7 and, by Year 9, will use them with some success.
- Attempt to match purpose and audience and format in Year 7 and, by Year 9, will do so with some success.
- Attempt to organise their ideas in Year 7 and, by Year 9, will do so with some success.
- Attempt to vary sentences in Year 7 and, by Year 9, will do so with some success.
- Attempt to use capital letters, full stops and punctuation in Year 7 and, by Year 9, will do so with some success.
- Attempt correct spelling of simple words in Year 7 and, by Year 9, spell a wider range of simple words.
- Attempt to paraphrase texts in Year 7 and, by Year 9, begin to use inference from texts with some success.
- Attempt to use quotations and subject terminology in Year 7 and, by Year 9, begin to comment on the effects of language with some success.
- Attempt to comment on contextual factors in Year 7 and, by Year 9, show some understanding of implicit ideas, perspectives and contextual factors.

In Year 9, the students' Knowledge journey increases in Challenge further to include.....

In Year 8, students' Knowledge journey increases in Challenge to include.....

In Year 7, students' knowledge journey includes.....

Assessment 1:

Conventions of a prose novel, conventions of the gothic genre, different types of narrator, setting, plot, characterisation, imagery, pathetic fallacy, foreshadowing, focus shifts, archetypes

Assessment 2:

Short stories, narrative reliability, rhetoric, motif, foreshadowing, dramatic irony, omniscient narrators, atmosphere, symbolism

Assessment 1:

Conventions of a prose novel, layers of meaning, first and third person narrative structure, how setting contributes to theme, conventions of spoken debate, conventions of writing to argue, writer's perspective, juxtaposition, flashback

Assessment 2:

Shakespearean context, patriarchy, characterisation, poetic techniques, sonnet form, stagecraft, hamartia, hubris, catharsis, blank verse, iambic pentameter, protagonists and antagonists

Mock Assessment

Narrative structures, conventions of narrative writing, representations of death, morality, symbolism, flashback, synaesthesia, non-linear narratives, ambiguity, colour imagery, irony, epistolary, unreliable narrators

Assessment 1:

Structuring a speech, using rhetoric, varied purpose, audiences and forms, anaphora, climax, hypophora, parallelism

Assessment 2:

Conventions of dramatic monologues, monologue and drama, poetic form and structure, performance, pathetic fallacy, tone, extended metaphor, chiasmus, quatrains and quintains, iambic meter, idiolect

Developing Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Developing Students Can:

- Begin to use relevant ideas and vocabulary choices in Year 7 and, by Year 9, will use them accurately.
- Begin to match purpose to audience and format with some success in Year 7 and, by Year 9, will do so successfully.
- Begin to organise ideas with some success in Year 7 and, by Year 9, will do so successfully, using paragraphs to begin linking ideas.
- Begin to vary sentences with some success in Year 7 and, by Year 9, will do so successfully.
- Begin to use capital letters, full stops and punctuation with some success in Year 7 and, by Year 9, will do so accurately.
- Begin to use correct spelling of a wider range of simple words in Year 7 and, by Year 9, use correct spelling with multiple polysyllabic words.
- Begin to use inference from texts with some success in Year 7 and, by Year 9, be able to select quotations and references that support your response.
- Begin to comment on the effects of language with some success in Year 7 and, by Year 9, be able to identify the effects of writers' methods on the reader.
- Begin to show awareness of contextual factors in Year 7 and, by Year 9, attempt to compare ideas and perspectives.

In Year 9, the students' Knowledge journey increases in Challenge further to include.....					
In Year 8, students' Knowledge journey increases in Challenge to include.....				Mock Assessment	Assessment 1:
In Year 7, students' knowledge journey includes.....		Assessment 1:	Assessment 2:		Assessment 2:
Assessment 1:	Assessment 2:				
Conventions of a prose novel, conventions of the gothic genre, different types of narrator, setting, plot, characterisation, imagery, pathetic fallacy, foreshadowing, focus shifts, archetypes	Short stories, narrative reliability, rhetoric, motif, foreshadowing, dramatic irony, omniscient narrators, atmosphere, symbolism	Conventions of a prose novel, layers of meaning, first and third person narrative structure, how setting contributes to theme, conventions of spoken debate, conventions of writing to argue, writer's perspective, juxtaposition, flashback	Shakespearean context, patriarchy, characterisation, poetic techniques, sonnet form, stagecraft, hamartia, hubris, catharsis, blank verse, iambic pentameter, protagonists and antagonists	Narrative structures, conventions of narrative writing, representations of death, morality, symbolism, flashback, synaesthesia, non-linear narratives, ambiguity, colour imagery, irony, epistolary, unreliable narrators	Structuring a speech, using rhetoric, varied purpose, audiences and forms, anaphora, climax, hypophora, parallelism
					Conventions of dramatic monologues, monologue and drama, poetic form and structure, performance, pathetic fallacy, tone, extended metaphor, chiasmus, quatrains and quintains, iambic meter, idiolect

Achieving Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Achieving Students Can:

- Select relevant ideas and uses vocabulary accurately in Year 7 and, by Year 9, will do so effectively.
- Successfully match purpose to audience in Year 7 and, by Year 9, will do so effectively.
- Organises writing effectively, using paragraphs to link ideas in Year 7 and, by Year 9, will do so effectively.
- Vary sentences successfully in Year 7 and, by Year 9, will do so effectively.
- Use capital letters, full stops and punctuation accurately in Year 7 and, by Year 9, will do so effectively to convey meaning.
- Use correct spelling with multiple polysyllabic words in Year 7 and, by Year 9, will use correct spelling with a greater range of complex words.
- Select well-chosen quotations from a text in Year 7 and, by Year 9, will do so effectively.
- Use inference to explain well-chosen references from the text and explain a range of writers' methods in Year 7 and, by Year 9, will do clearly with appropriate use of subject terminology.
- Explain contextual factors in Year 7 and, by Year 9, can compare ideas and perspectives in a clear and relevant way.

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In Year 8, students' Knowledge journey increases in Challenge to include.....

In Year 7, students' knowledge journey includes.....

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Assessment 2:

Short stories, narrative reliability, rhetoric, motif, foreshadowing, dramatic irony, omniscient narrators, atmosphere, symbolism

Assessment 1:

Conventions of a prose novel, layers of meaning, first and third person narrative structure, how setting contributes to theme, conventions of spoken debate, conventions of writing to argue, writer's perspective, juxtaposition, flashback

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Assessment 2:

Conventions of dramatic monologues, monologue and drama, poetic form and structure, performance, pathetic fallacy, tone, extended metaphor, chiasmus, quatrains and quintains, iambic meter, idiolect

Exceeding Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Exceeding Students Can:

- Select relevant ideas and uses vocabulary effectively in Year 7 and, by Year 9, will do so clearly.
- Match purpose to audience and format effectively in Year 7 and, by Year 9, will do so clearly.
- Organise their writing, using paragraphs to link ideas effectively in Year 7 and, by Year 9, will do so clearly.
- Vary sentences effectively in Year 7 and, by Year 9, will do so clearly.
- Use capital letters, full stops and punctuation effectively to convey meaning in Year 7 and, by Year 9, will do so clearly and consistently.
- Use correct spelling with a greater range of complex words in Year 7 and, by Year 9, correctly spell a range of complex and irregular words.
- Use a range of focused quotations from the text in Year 7 and, by Year 9, effectively select relevant quotations and references from the text to support responses.
- Effectively explain inferences in support of references from the text and effectively explains the effects of writers' methods in Year 7 and, by Year 9, clearly explore the effects of writers' choices of language.
- Understand and explain relevant contextual factors in Year 7 and, by Year 9, compare ideas and perspectives in a clear and exploratory way.

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In Year 8, students' Knowledge journey increases in Challenge to include.....

In Year 7, students' knowledge journey includes.....

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Assessment 2:

Short stories, narrative reliability, rhetoric, motif, foreshadowing, dramatic irony, omniscient narrators, atmosphere, symbolism

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Excelling Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Excelling Students Can:

- Clearly select relevant ideas and use vocabulary effectively in Year 7 and, by Year 9, will do so thoughtfully.
- Clearly match purpose and audience and format effectively in Year 7 and, by Year 9, will do so thoughtfully.
- Clearly organise writing , using paragraphs to link ideas effectively in Year 7 and, by Year 9, will do so thoughtfully.
- Clearly and effectively vary sentences in Year 7 and, by Year 9, will do so thoughtfully.
- Use capital letters, full stops and punctuation effectively to clearly convey meaning in Year 7 and, by Year 9, will do so consistently.
- Use correct spelling with a range of complex and irregular words in Year 7 and, by Year 9, will do so consistently.
- Present a range of quotations which are clearly focused on a specific task in Year 7 and, by Year 9, will show a convincing and thoughtful, developed response to the whole of a text.
- Clearly use inference to form a personal response to a text as well as show clear understanding of the effects of writers’ methods in Year 7 and, by Year 9, will be able to do so with detailed analysis.
- Clearly understand and explain relevant contextual factors and themes in Year 7 and, by Year 9, be able to synthesise evidence between two texts.

In Year 9, the students’ Knowledge journey increases in Challenge further to include.....

In Year 8, students’ Knowledge journey increases in Challenge to include.....

In Year 7, students’ knowledge journey includes.....

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Assessment 2:

Short stories, narrative reliability, rhetoric, motif, foreshadowing, dramatic irony, omniscient narrators, atmosphere, symbolism

Assessment 1:

Conventions of a prose novel, layers of meaning, first and third person narrative structure, how setting contributes to theme, conventions of spoken debate, conventions of writing to argue, writer’s perspective, juxtaposition, flashback

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Conventions of dramatic monologues, monologue and drama, poetic form and structure, performance, pathetic fallacy, tone, extended metaphor, chiasmus, quatrains and quintains, iambic meter, idiolect

	Reading	Writing
Emerging	<ul style="list-style-type: none"> Attempts some paraphrasing of texts Attempts to comment on the effect of language Attempts to comment on how methods are used Attempts to comment on contextual factors 	<ul style="list-style-type: none"> Attempts to use relevant ideas and vocabulary choices with some success Attempts to match purpose to audience and format with some success Attempts to organise ideas with some success Attempts to vary sentences with some success Attempts to use capital letters, full stops and punctuation with some success Attempts correct spelling of simple words with some success
Developing	<ul style="list-style-type: none"> Begins to use inference from texts with some success Begins to comment on the effects of language with some success Begins to show awareness of contextual factors with some success 	<ul style="list-style-type: none"> Begins to use relevant ideas and vocabulary choices with some success Begins to match purpose to audience and format with some success Begins to organise ideas with some success Begins to vary sentences with some success Begins to use capital letters, full stops and punctuation with some success Begins to use correct spelling of a wider range of simple words
Achieving	<ul style="list-style-type: none"> Able to select well-chosen quotations from the text Uses inference to explain well-chosen references from the text Identifies and explains a range of writers' methods Explains contextual factors 	<ul style="list-style-type: none"> Selects relevant ideas and uses vocabulary accurately Successfully matches purpose to audience and format Organises writing successfully, using paragraphs to begin linking ideas Varies sentences successfully Uses capital letters, full stops and punctuation accurately Uses correct spelling with multiple polysyllabic words
Exceeding	<ul style="list-style-type: none"> Presents a range of focused quotations from the text Effectively explains inferences in support of references from the text Identifies and effectively explains effects of writers' methods Understands and explains relevant contextual factors 	<ul style="list-style-type: none"> Selects relevant ideas and uses vocabulary effectively Matches purpose to audience and format effectively Organises writing, using paragraphs to link ideas effectively Varies sentences effectively Uses capital letters, full stops and punctuation effectively to convey meaning Uses correct spelling with a greater range of complex words
Excelling	<ul style="list-style-type: none"> Presents a range of quotations which are clearly focused on a specific task Clear use of inference to form a personal response Clear understanding of the effects of writers' methods Clearly understands and explains relevant contextual factors and themes 	<ul style="list-style-type: none"> Selects relevant ideas and uses vocabulary effectively Matches purpose to audience and format effectively Organises writing, using paragraphs to link ideas effectively Varies sentences effectively Uses capital letters, full stops and punctuation effectively to convey meaning Uses correct spelling with a greater range of complex words

CORE KNOWLEDGE

What I Will Know and Understand by the End of Year 7

Content

This year in English we will be learning:		This links to:	Key Vocabulary:
1	<u>The Graveyard Book</u> <ul style="list-style-type: none"> We will understand the conventions of the prose novel and the features of a gothic novel. We will know how to make inferences and refer to evidence in the text. We will understand setting, plot, characterisation and the effect of these. We will know how Death can be represented. 	<ul style="list-style-type: none"> You will build upon skills of analysis already developed in KS2 when looking at prose texts. You develop the ability to support inferences using evidence from the text and using the PEEL structure to underpin all future analysis. You will consider representations of Death in Year 9 in 'The Book Thief' and Year 11 in 'A Christmas Carol'. 	<ul style="list-style-type: none"> Treacherous Insinuate Insubstantial Impervious Impenetrable Evasive Infinite Tangible Subtle Incongruous
2	<u>The Graveyard Book</u> <ul style="list-style-type: none"> We will understand the conventions of Descriptive Writing. We will know how to draft and edit work. We will know the effectiveness and impact of grammatical features in the text we read. 	<ul style="list-style-type: none"> You will develop your use of ambitious vocabulary. You will increase your understanding of figurative language. You will develop your understanding of sentence structures. 	<ul style="list-style-type: none"> Fluorescent Shroud Remnants Reprehensible Gargantuan Providence Imperturbable Brutish Concealed Inquisitive
3	<u>A Midsummer Night's Dream</u> <ul style="list-style-type: none"> We will know the conventions of a Shakespearean comedy. We will understand the conventions of stagecraft. We will understand key concepts and ideas from the Elizabethan era such as 'patriarchy' and 'The Great Chain of Being' and be able to apply these to our understanding of the text as a whole. 	<ul style="list-style-type: none"> You will build upon your knowledge of Shakespeare from KS2. You will develop your reading skills by reading increasingly challenging texts. The themes and concepts covered in Year 7 provide a foundation for the teaching of 'Romeo & Juliet', 'Macbeth' and 'Othello' in years 8 – 13. 	<ul style="list-style-type: none"> Benevolent Malevolent Hierarchy Melancholy Infatuation Submissive Ethereal Illusion Disorder Tumultuous
4	<u>Poetry of the Natural World</u> <ul style="list-style-type: none"> We will understand Romanticism and more modern poetry. We will know how to recognise a range of poetic conventions and understand how they have been used. We will understand how mood and tone are created 	<ul style="list-style-type: none"> You will develop the creative writing skills learned whilst studying 'The Graveyard Book' to write your own poems and produce descriptive writing. You will draw upon representations of different worlds that you studied in 'A Midsummer Night's Dream'. Ideas around poetic form, Romanticism and nature poetry will inform your later study of Power & Conflict poetry at GCSE. 	<ul style="list-style-type: none"> Industrial Pastoral Vales Splendour Pyre Immortal Furnace Desolate Pensive Steadfast
5	<u>19th Century Gothic Fiction</u> <ul style="list-style-type: none"> We will understand features of the gothic genre and 19th century gothic stories. We will know how structural techniques are used to build tension and suspense. We will understand different narrative voices and narrative reliability 	<ul style="list-style-type: none"> Key elements such as atmosphere, setting and the supernatural will be developed from your study of 'The Graveyard Book' and 'A Midsummer Night's Dream'. You will develop an understanding of 19th Century literature supporting your understanding of 'A Christmas Carol' in Year 10. 	<ul style="list-style-type: none"> Looming Shrouded Claustrophobic Tentative Trepidation Aghast Macabre Ominous Audacity Dreary
6	<u>Classic Myths and Local Legends</u> <ul style="list-style-type: none"> We will understand the conventions of autobiography and myths We will understand ideas around social class and religious context as well as developing an understanding of our own local context. We will know different narrative structures – cyclical, non linear and story arc. 	<ul style="list-style-type: none"> You will build your knowledge of narrative structures – this links to structure studied in 'The Graveyard Book', 'A Midsummer Narrative Dream', 'Poetry of the Natural World' and 19th Century Gothic Fiction. You will be introduced to key classical concepts, characters and motifs that run throughout literature to support your understanding of all of the texts you study. 	<ul style="list-style-type: none"> Dusk Gleaming Desolation Envelop Pondering Shimmering Poltergeist Vortex Incomprehensible Illuminated

	Reading	Writing
Emerging	<ul style="list-style-type: none"> Begins to use inference from texts Begins to use subject terminology Begins to show awareness of the background of the text 	<ul style="list-style-type: none"> Begins to use relevant ideas and vocabulary choices Begins to match purpose to audience and format Begins to organise ideas Begins to vary sentences Begins to use capital letters, full stops and punctuation Begins to use correct spelling of simple words
Developing	<ul style="list-style-type: none"> Uses inference to explain references from the text Able to select relevant quotations from the text Identification of writers' methods Comments successfully on contextual factors 	<ul style="list-style-type: none"> Uses relevant ideas and vocabulary choices Matches purpose to audience and format Organises ideas and uses paragraphs Varies sentences Uses capital letters, full stops and punctuation with some success Begins to use appropriate vocabulary with some success Begins to use correct spelling with some success
Achieving	<ul style="list-style-type: none"> Uses a range of well-chosen quotations from the text Uses inference to clearly explain well-chosen references from the text Identifies and understands effects of writers' methods Understands and explains contextual factors 	<ul style="list-style-type: none"> Selects relevant ideas and uses vocabulary with increasing effectiveness Matches purpose to audience and format with increasing effectiveness Organises writing, using paragraphs to link ideas with increasing effectiveness Varies sentences with increasing effectiveness Uses capital letters, full stops and punctuation with increasing effectiveness to convey meaning Uses correct spelling with increasingly complex words
Exceeding	<ul style="list-style-type: none"> Begins to interpret and explain texts clearly within a developed response Examination of writer's methods with subject terminology used effectively to support response Explains and discusses clearly how methods are used to convey ideas and perspectives 	<ul style="list-style-type: none"> Selects a range of relevant ideas and uses vocabulary effectively Matches purpose to audience and format effectively and consistently Organises writing, using paragraphs to link a range of ideas effectively Uses a range of varied sentences effectively Uses capital letters, full stops and a range of punctuation effectively to convey meaning Uses correct spelling with a wide range of complex words
Excelling	<ul style="list-style-type: none"> Selects range of perceptive quotations from texts Analyses the effects of the writer's choices of language Uses a range of subject terminology appropriately Uses a range of subject terminology appropriately Considered examination of writer's methods with subject terminology used effectively to support consideration of methods 	<ul style="list-style-type: none"> Clear and consistent selection of relevant ideas and effective vocabulary Clearly and consistently matches purpose to audience and format effectively Clearly and consistently organises writing, using paragraphs to link ideas effectively Clearly and consistently varies sentences effectively Uses capital letters, full stops and punctuation effectively to clearly and consistently convey meaning Uses correct spelling with a wide range of complex and irregular words

This year in English we will be learning:		This links to:	Key Vocabulary:	
1	<p><u>The Bone Sparrow</u></p> <ul style="list-style-type: none"> We will revise conventions of a prose novel. We will understand the Context – the Myanmar refugee crisis, Australian detention centres and how these contribute to overall meaning in the novel. We will consider different types of narrator. 	<ul style="list-style-type: none"> Having spent Y7 considering your own place in the world and the gothic genre, you will consider more complex ideas about injustice and inequality in the wider world. This will support your study of 'An Inspector Calls' in Year 10. 	<ul style="list-style-type: none"> Persecute Humanitarian Detention Violate Fanciful 	<ul style="list-style-type: none"> Compassionate Culture Heritage Deprived Resentment
2	<p><u>The Bone Sparrow</u></p> <ul style="list-style-type: none"> We will understand layers of meaning in texts and consider multiple interpretations of language as well as different layers of meaning. We will know the conventions of spoken debate. We will know the conventions of writing to argue and establish an agreed structure for writing to argue. 	<ul style="list-style-type: none"> You will build upon your understanding of character and narrative voice from Year 7 to understand how writers establish time, setting and place. This will support you in GCSE English language Paper 2 Writing to Argue. This will support your understanding of more diverse cultures later in the year. 	<ul style="list-style-type: none"> Escapism Foreboding Undermine Oppose Condemn 	<ul style="list-style-type: none"> Descendant Indefinite Glinting Implausible Venture
3	<p><u>Introduction to Victorian England</u></p> <ul style="list-style-type: none"> We will explore an anthology of fiction and non-fiction work by Dickens. We will understand cultural contexts including: 19th Century education, religion, class / social discrimination, attitudes to women, attitudes to marriage. You will be able to analyse language – close word level analysis of specific sections and devices used. 	<ul style="list-style-type: none"> You will build upon your prior knowledge of society, class/social discrimination, attitudes to women and attitudes to marriage through your study of 'A Midsummer Night's Dream' in Year 7. You will be prepared for an in depth study of 'ACC' at KS4. 	<ul style="list-style-type: none"> Destitute Melancholy Misanthrope Plight Dismal 	<ul style="list-style-type: none"> Contempt Wretched Avarice Multitude Squalor
4	<p><u>Modern Play – Noughts and Crosses</u></p> <ul style="list-style-type: none"> We will identify key themes in a play as a whole and individual scenes. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. We will understand the development of slavery to segregation mainly examples from America in the 1960's. 	<ul style="list-style-type: none"> You will build your knowledge of plays and stagecraft, this links to your study of 'A Midsummer Night's Dream' in Year 7 This leads into the study of 'Romeo and Juliet' later in the year through themes such as tragedy, relationships and identity. You will develop your understanding of key themes such as racism and prejudice, love and friendship as well as the idea of protest which will be revisited when studying 'diverse voices' in Year 9. 	<ul style="list-style-type: none"> Bigotry Empathy Discrimination Segregation Inferior 	<ul style="list-style-type: none"> Oppression Nurture Foreboding Recession Apprehension
5	<p><u>Poetry from Diverse Cultures</u></p> <ul style="list-style-type: none"> We will Identify key themes in poetry and make links based upon culture, language and structure. We will analyse figurative language and evaluate poetic style and meaning. We will understand cultural contexts including: slavery, class / social discrimination, racial discrimination. 	<ul style="list-style-type: none"> You will build upon your knowledge from Y7 of more traditional poetic forms. You will build upon your understanding of cultural contexts including: slavery, class / social discrimination, racial discrimination from 'A Midsummer Night's Dream' in Year 7 and 'Noughts and Crosses' earlier this year. 	<ul style="list-style-type: none"> Exasperating Displacement Segregation Immigration Iniquitous 	<ul style="list-style-type: none"> Optimism Pessimism Discriminatory Diverse Injustice
6	<p><u>Romeo and Juliet</u></p> <ul style="list-style-type: none"> You will understand context – Shakespearean theatres and conditions; attitudes to marriage; patriarchy; reference to Greek Theatre via use of Prologue. Understanding the life of Shakespeare and identifying the types of plays he wrote (tragedy etc). Poetic techniques and analysis of how a sonnet is constructed and the purpose of this structure in Act 1 Scene 5. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. 	<ul style="list-style-type: none"> You will consider how some of the themes explored in 'Midsummer Night's Dream' such as patriarchy and conflict are developed across the play 'Romeo and Juliet'. Links can be made back to Year 7 by considering the roles of men and women and exploring the context of the patriarchal, Elizabethan society. You will be prepared for an in depth study of another Shakespearean tragedy 'Macbeth' at KS4. 	<ul style="list-style-type: none"> Fate Destiny Exile Animosity Honour 	<ul style="list-style-type: none"> Feud Unrequited Impulsive Infatuation Vengeance

	Reading	Writing
Emerging	<ul style="list-style-type: none"> Begins to use inference from texts with some success Begins to comment on the effects of language with some success Begins to show awareness of contextual factors with some success 	<ul style="list-style-type: none"> Begins to use relevant ideas and vocabulary choices with some success Begins to match purpose to audience and format with some success Begins to organise ideas with some success Begins to vary sentences with some success Begins to use capital letters, full stops and punctuation with some success Begins to use correct spelling of a wider range of simple words
Developing	<ul style="list-style-type: none"> Selects some quotations and references that generally support response Identification of effects of writer's methods on reader Attempts to compare ideas and perspectives 	<ul style="list-style-type: none"> Selects relevant ideas and uses vocabulary accurately Successfully matches purpose to audience and format Organises writing successfully, using paragraphs to begin linking ideas Varies sentences successfully Uses capital letters, full stops and punctuation accurately Uses correct spelling with multiple polysyllabic words
Achieving	<ul style="list-style-type: none"> Effective selection of relevant quotations and references from texts to support response Clear explanation of writer's methods with appropriate use of relevant subject terminology Compares ideas and perspectives in a clear and relevant way 	<ul style="list-style-type: none"> Selects relevant ideas and uses vocabulary effectively Matches purpose to audience and format effectively Organises writing, using paragraphs to link ideas effectively Varies sentences effectively Uses capital letters, full stops and punctuation effectively to convey meaning Uses correct spelling with a greater range of complex words
Exceeding	<ul style="list-style-type: none"> Clear, thoughtful and explained response to task and whole text Demonstrates connections between texts Thoughtful consideration of ideas, perspectives and contextual factors Demonstrates connections between texts 	<ul style="list-style-type: none"> Clearly selects relevant ideas and uses vocabulary effectively Clearly matches purpose to audience and format effectively Clearly organises writing, using paragraphs to link ideas effectively Clearly varies sentences effectively Uses capital letters, full stops and punctuation effectively to clearly convey meaning Uses correct spelling with a range of complex and irregular words
Excelling	<ul style="list-style-type: none"> Convincing, thoughtful, developed response to task and whole text Detailed analysis of the effects of the writer's choices of language Synthesises evidence between texts 	<ul style="list-style-type: none"> Thoughtful selection of relevant ideas and effective vocabulary Thoughtfully matches purpose to audience and format Thoughtfully organises writing, using paragraphs to link ideas effectively Thoughtfully uses a variety of sentences Thoughtful use of capital letters, full stops and punctuation effectively to clearly and consistently convey meaning Consistently correct spelling with a wide range of complex and irregular words

CORE KNOWLEDGE

What I Will Know and Understand by the End of Year 8?

Content

This year in English we will be learning:		This links to:	Key Vocabulary:
1	HT1 The Book Thief <ul style="list-style-type: none"> We will look at Representations of conflict and death throughout literature We will understand how morality can be presented. We will study the Context of WW2 - Nazi Germany. 	<ul style="list-style-type: none"> You will build upon your understanding of different representations of death in The Graveyard Book (Year 7) You will build upon your understanding of how conflict is presented in 'The Bone Sparrow, Noughts and Crosses and Romeo and Juliet Year 8. You will be prepared for the study of 'A Christmas Carol' at KS4. 	<ul style="list-style-type: none"> Legion Abhorrence Hiatus Deluge Culminate Prolific Pensive Animosity Depleted Plethora
2	HT2 The Book Thief <ul style="list-style-type: none"> We will study the conventions of narrative writing We will analyse different narrative structures and use these differing structures within our own creative writing. 	<ul style="list-style-type: none"> You will be prepared for 'An Inspector Calls' and conflict poetry in years 10 and 11 as 'The Book Thief' covers aspects of WW1 & WW2. You will further explore representations of death which will help prepare you for 'A Christmas Carol' & wider reading in English language at KS4. 	<ul style="list-style-type: none"> Legion Abhorrence Hiatus Deluge Culminate Prolific Pensive Animosity Depleted Plethora
3	HT3 Non-fiction writing: Expressing a Viewpoint <ul style="list-style-type: none"> We will understand what rhetoric is and how it is used. We will know how to structure a speech We will develop our Knowledge and application of a range of sentence and grammatical structures for effect. 	<ul style="list-style-type: none"> You will build upon the work you did in Year 8 term 1 on complex vocab and grammatical structures to produce a clear argument. 	<ul style="list-style-type: none"> Resonate Forge Abject Plausible Proliferate Languish Counterparts Unabashed Demographic Barbed Cascading
4	HT4 Introduction to Edwardian England and 'An Inspector Calls' <ul style="list-style-type: none"> We will understand the context of the Edwardian era, WW1 and post WW2. We will recognise dramatic and staging devices and the impact on the audience. We will understand the political ideology of socialism and capitalism. 	<ul style="list-style-type: none"> You will build upon your prior knowledge of society, class/social discrimination, attitudes to women and attitudes to marriage through your study of 'A Midsummer Night's Dream' in Year 7 and 'Introduction to Victorian England' in Year 8. You will be prepared for an in depth study of 'An Inspector Calls' at KS4. 	<ul style="list-style-type: none"> Patronising Pompous Callous Superficial Contemptuous Conceited Intimidating Provincial Prosperous Wretched
5	HT5 Dramatic Monologues <ul style="list-style-type: none"> We will understand the conventions of a dramatic monologue – in poetry and drama. We will develop knowledge of poetic and dramatic form and structure. We will understand how to write and perform a monologue to an audience effectively. 	<ul style="list-style-type: none"> You will build upon the study of dramatic monologues in 'Noughts and Crosses' and 'Romeo and Juliet' in Year 8 You will build upon your study of dramatic forms in Year 7 with 'A Midsummer Night's Dream' and in Year 8 with 'Romeo and Juliet'. 	<ul style="list-style-type: none"> Grotesque Fidelity Dowry Conformity Tedium Bourgeois Misogyny Patronise Burnish Strive
6	HT6 Creative Writing: Diverse Voices. <ul style="list-style-type: none"> We will develop Knowledge of seminal world literature. We will examine how writers explore and address power and freedom in literature. We will build our knowledge of literary and rhetorical devices from our reading and listening to enhance the impact of our writing. 	<ul style="list-style-type: none"> You will build upon prior knowledge of how writer's establish character and voice (Year 7) and setting, time and place Year 8) You will prepare for Language Paper 1 KS4 by studying more challenging texts. 	<ul style="list-style-type: none"> Translucent Ashen Sweltering Preceding Intolerable Acrid Citadel Sultry Subjugated Lugubrious