

FORMBY HIGH SCHOOL KS3 CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL
ENGLISH DEPARTMENT September 2018



		KNOWLEDGE			SKILLS		
YEAR 7		Poetic devices Persuasive techniques - identifying and applying in relation to advertising/charity campaign leaflets. Non-fiction conventions - articles/leaflets Shakespeare's language - an introduction Shakespeare's world - an introduction			Poetry analysis and comparison Narrative writing: punctuation, structure and paragraphing Inferring and deducing from a range of texts - fiction and non-fiction Adapting text to genre		
		Autumn 1 'Schools'	Autumn 2 'Autobiography'	Spring 1 'Reading Skills'	Spring 2 'Reading Skills'	Summer 1 'Advertising'	Summer 2 'Shakespeare Snippets'
	Content	Reflecting on school experience Comparison of poems Dickens extract 19 th and 21 st Century texts: Education	Reading and responding to autobiographical extracts Reflecting on own experience - vivid memory from childhood Speaking and listening: presentation	Reading and responding to a range of fiction and non-fiction texts Writing from a different narrative perspective		Exploring a variety of adverts, campaign leaflets, etc - understanding the conventions Create own advert for new product	Extracts and tasks: 'Macbeth' 'Romeo and Juliet' 'King Lear' 'Hamlet'
	Skills	Writing Punctuation and sentencing Structure and paragraphing Reading Inference and deduction	Writing Adapting text to genre Punctuation and sentencing Structure and paragraphing Reading Decoding and retrieving Understanding writer's craft Speaking and Listening Speaking appropriately according to context	Writing Adapting text to genre Punctuation and sentencing; structure and paragraphing Reading Inference and deduction		Writing Adapting text to genre Reading Understanding the writer's craft	Writing Sentencing and punctuation Spelling Structure and paragraphing Reading Engaging with context
Assessment * All Assessments will be given a 1-5 sticker	Diagnostic: First Day at FHS	Summative: Vivid memory from childhood Marked using Writing Mark Scheme (20) %	Diagnostic: 'Touching the Void'	Summative: 'Buddy' extract response 'How does the writer present the characters of Buddy and Mr Normington?' Marked using Reading Mark Scheme (20) %	Diagnostic: Charity leaflet	Summative: Eduqas Year 7 Test 'Teeth' (1 hour 45 mins) 19 th and 21 st Century reading and article Writing marked using Eduqas Mark Scheme (60) %	

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		KNOWLEDGE			SKILLS		
YEAR 8		<p>Changes in English Language – history of the language: Anglo Saxon/Chaucer/Shakespeare/other influences</p> <p>Features and conventions of the ghost story genre</p> <p>Types of newspapers and their format and features</p> <p>Understanding of bias</p> <p>Poetic forms and terminology: haiku, limerick, ballad, sonnet, etc – their features</p>			<p>Understanding the writer’s craft/engaging with context – historical texts (The Canon)</p> <p>Adapting text to genre – sensationalised writing/creative response to poetry</p> <p>Punctuation and sentencing</p> <p>Inference and deduction (class novel)</p>		
		Autumn 1 ‘Ghost Stories’	Autumn 2 ‘Characters in the Canon’	Spring 1 ‘The Language of News’	Spring 2 ‘Poetry’	Summer 1 ‘Romeo and Juliet’	Summer 2 ‘Reading Unit’
	Content	<p>Read anthology of ghost stories</p> <p>‘A Night in the Red Room’ - continue the text</p> <p>‘A Christmas Carol’ extracts with questions</p>	<p>Brief history of English</p> <p>Beowulf - diary entry</p> <p>Character analysis of The Miller</p> <p>Analysis of Richard III speech</p> <p>Opening of ‘Great Expectations’</p>	<p>Newspaper research and analysis - looking at presentation, bias, etc</p> <p>Comparison of newspaper articles</p> <p>Writing a sensationalised article</p>	<p>Poetry anthology study - respond by creating own poems</p> <p>‘Journey to a Poem’ reading and response</p>	<p>Parent and child relationships: analysis and response to seven scenes from the play. Tasks to include: questions; cloze passage; newspaper report</p>	<p>Class novel - reading and analysis</p> <p>Imaginative writing from character’s perspective</p> <p>Independent reading</p>
	Skills	<p>Writing</p> <p>Adapting text to genre</p> <p>Punctuation and sentencing</p> <p>Reading</p> <p>Inference and deduction</p> <p>Engaging with context</p>	<p>Writing</p> <p>Adapting text to genre</p> <p>Reading</p> <p>Engaging with context</p> <p>Inference and deduction</p>	<p>Writing</p> <p>Adapting text to genre</p> <p>Reading</p> <p>Understanding the writer’s craft</p> <p>Speaking and Listening</p> <p>Speaking appropriately according to context</p> <p>Listening and responding effectively</p>	<p>Writing</p> <p>Adapting text to genre</p> <p>Reading</p> <p>Understanding the writer’s craft</p>	<p>Writing</p> <p>Structure and paragraphing</p> <p>Reading</p> <p>Engaging with context</p>	<p>Writing</p> <p>Punctuation and sentencing</p> <p>Spelling</p> <p>Reading</p> <p>Inference and deduction</p>
Assessment * All Assessments will be given a 1-5 sticker	<p>Diagnostic: ‘Red Room’</p> <p>‘How does the writer create mood and atmosphere in the extract?’</p>	<p>Summative: ‘Great Expectations’</p> <p>‘How does Dickens present the character of Magwitch in the extract?’</p> <p>Marked using Reading Mark Scheme (20) %</p>	<p>Diagnostic: Sensationalised article</p>	<p>Summative</p> <p>Writing inspired by poem ‘The Richest Poor Man in the Valley’</p> <p>Marked using Writing Mark Scheme (20) %</p>	<p>Diagnostic: ‘Curious Incident’</p> <p>Extract questions</p>	<p>Summative</p> <p>Eduqas Year 8 Test</p> <p>‘Daydreamer’ (1 hour 45 mins)</p> <p>Fiction reading and narrative writing</p> <p>Marked using Eduqas Mark Scheme (60) %</p>	