

## Key Stage 3 English Language

### Units of Work

*Homework: students are encouraged to read consistently at home. They set their own reading goals and are responsible for keeping track of their progress. They must be prepared to discuss their reading at any point. Other homework is set where appropriate.*

Class – Term – Topic	Substantive Knowledge	Disciplinary Knowledge
<p><b>Year 7 - Autumn</b></p> <p><b><i>House and Home</i></b></p> <p><b>Rationale:</b> This unit focuses on house and home environments.</p> <p>Extracts and exercises from <i>Cambridge Checkpoint English</i>, which is endorsed for full syllabus coverage, are used as a catalyst for in-depth study.</p> <p>In this term, students will deliver an <b>informal talk</b> entitled: <i>Me in a Box</i>.</p> <p>We celebrate National Poetry Day by allocating lessons to <b>craft poetry</b> on the relevant theme.</p> <p><b>Assessment:</b> Students are set a <b>baseline assessment</b> covering reading and writing.</p> <p><i>Write the first page of your autobiography.</i></p>	<p>To know or revise:</p> <ul style="list-style-type: none"> <li>● the features of <i>autobiographical writing</i></li> <li>● the meaning of <i>skimming</i></li> <li>● the meaning of <i>scanning</i></li> <li>● the meaning of <i>simile</i></li> <li>● the meaning of <i>imperative/command words</i></li> <li>● the meaning of <i>adjective</i></li> <li>● the meaning of <i>proverb</i></li> <li>● <i>viewpoint</i></li> <li>● <i>parts of speech</i></li> <li>● <i>sentence separation</i></li> <li>● <i>difficult spellings</i></li> <li>● the features of a <i>good presenter</i></li> <li>● the features of a <i>good listener</i></li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>● write using <i>features of autobiography</i>.</li> <li>● practise <i>skimming</i> and <i>scanning</i></li> <li>● give instructions and directions using <i>imperatives</i></li> <li>● <i>define</i> words and ideas</li> <li>● make imaginative comparisons using <i>similes</i></li> <li>● talk about <i>parts of speech</i></li> <li>● experiment with <i>sentence separation</i></li> <li>● tackle <i>difficult spellings</i>.</li> <li>● <i>deliver an informal talk</i> to the class</li> <li>● <i>write a verse of a poem</i> using a model</li> </ul>

<p>Students are supported with <b>formative assessment</b> throughout.</p>		
<p><b>Year 7 – Spring</b></p> <p><b>Tall Tales</b></p> <p><b>Rationale:</b> This unit introduces the sub-genres of cautionary tales, urban legends and mini sagas as well as classic crime extracts.</p> <p>Extracts and exercises from <i>Cambridge Checkpoint English</i>, which is endorsed for full syllabus coverage, are used as a catalyst for in-depth study.</p> <p>If writing competitions arise, we craft entries for a specific audience and purpose.</p> <p><b>Assessment:</b> <i>Write a chapter of a suspense novel.</i></p> <p>Students are supported with <b>formative assessment</b> throughout.</p>	<p>To know or revise:</p> <ul style="list-style-type: none"> <li>● features of a <i>cautionary tale</i></li> <li>● how <i>rhyme</i> works</li> <li>● how to identify <i>patterns of syllables or beats</i> (towards an understanding of metre)</li> <li>● the meaning of <i>synonym</i></li> <li>● how to <i>deduce</i> meanings of unknown words</li> <li>● features of an <i>urban legend</i></li> <li>● features of a <i>mini-saga</i></li> <li>● how to set out <i>direct speech</i></li> <li>● features of <i>suspense/horror writing</i></li> <li>● how to plan a narrative - an introduction to the <i>narrative arc</i></li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>● <i>read and respond</i> to a range of genres</li> <li>● craft writing according to the <i>conventions</i> of a range of genres</li> <li>● experiment with <i>rhyme</i></li> <li>● experiment with <i>metre</i></li> <li>● experiment with <i>direct speech</i></li> <li>● craft a suspenseful <i>setting</i></li> <li>● <i>plan and write</i> a creepy narrative</li> </ul>
<p><b>Year 7 – Summer</b></p> <p><b>Writing an Article</b></p> <p><b>Rationale:</b></p>	<p>To know or revise:</p> <ul style="list-style-type: none"> <li>● how to <i>generate ideas</i> into a mind map</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>● research, plan, draft, edit and write an article.</li> </ul>

<p>British Science Week is the catalyst for learning how to produce an article.</p> <p><b>Assessment:</b></p> <p>Write an informative, inspiring and attractive article for the school newsletter, and for display in the classroom.</p> <p>Students are supported with <b>formative assessment</b> throughout.</p>	<ul style="list-style-type: none"> <li>● how to <i>plan</i> using the ‘What do I know? What do I want to know?’ strategy</li> <li>● how to <i>research</i> and <i>record</i></li> <li>● how to <i>organise ideas</i></li> <li>● how to <i>draft</i></li> <li>● how to experiment with <i>structure</i></li> <li>● how to <i>revise</i></li> <li>● how to <i>improve</i></li> <li>● how to <i>proof-read</i></li> <li>● how to write a <i>final copy</i></li> </ul>	
<p><b>Year 8 – Autumn</b></p> <p><b>Favourite Things</b></p> <p><b>Rationale:</b></p> <p>This unit is about the things people like to do, see, have and eat, and it contains passages and poems about colours and seasons.</p> <p>Extracts and exercises from <i>Cambridge Checkpoint English</i>, which is endorsed for full syllabus coverage, are used as a catalyst for in-depth study.</p> <p><b>Assessment:</b></p> <p>“My Perfect Day” <i>reflective writing</i></p>	<p>To know or revise:</p> <ul style="list-style-type: none"> <li>● how to make <i>notes</i> and why it is important</li> <li>● how to identify <i>stressed</i> and <i>unstressed syllables</i></li> <li>● how to identify <i>rhyme schemes</i></li> <li>● the meaning of <i>alliteration</i></li> <li>● the meaning of <i>assonance</i></li> <li>● how to condense ideas into a <i>summary</i></li> <li>● how to <i>organise</i> ideas logically</li> <li>● how to use <i>imperatives</i></li> <li>● how to use <i>descriptive language</i> to persuade</li> <li>● the meaning of <i>sensory language</i></li> <li>● the meaning of <i>connotation</i></li> <li>● how <i>colour</i> can create imagery</li> <li>● how to vary the way sentences start</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>● make <i>notes</i></li> <li>● identify <i>metre</i></li> <li>● identify <i>rhyme schemes</i></li> <li>● respond to and use <i>alliteration</i></li> <li>● respond to and use <i>assonance</i></li> <li>● write a <i>summary</i></li> <li>● <i>organise ideas</i> to write a recipe</li> <li>● use <i>descriptive language</i> to persuade</li> <li>● respond to and use <i>connotation</i></li> <li>● respond to and use <i>colour</i></li> <li>● vary <i>sentence starters</i></li> <li>● identify and use the <i>conditional tense</i></li> <li>● <i>plan, draft</i> and <i>edit</i> a piece of reflective writing</li> </ul>

<p>Students are supported with <b>formative assessment</b> throughout.</p>	<ul style="list-style-type: none"> <li>● how to identify the <i>conditional tense</i></li> <li>● how to <i>plan, draft</i> and <i>edit</i> a piece of writing</li> </ul>	
<p><b>Year 8 – Spring</b></p> <p><b>School Stories</b></p> <p><b>Rationale:</b> This unit focuses on school life and stories set in school. Since much of your life is spent here, you will have many experiences to draw upon.</p> <p>Extracts and exercises from <i>Cambridge Checkpoint English</i>, which is endorsed for full syllabus coverage, are used as a catalyst for in-depth study.</p> <p><b>Assessment:</b> <i>Write a school story in a genre of your choosing.</i></p> <p>Students are supported with <b>formative assessment</b> throughout.</p>	<p>To know or revise:</p> <ul style="list-style-type: none"> <li>● how to <i>expand notes</i> into continuous writing</li> <li>● the difference between <i>reported</i> and <i>direct speech</i></li> <li>● the meaning of <i>fictionalised autobiography</i></li> <li>● how to <i>compare</i></li> <li>● how to set out <i>direct speech</i></li> <li>● the meaning of <i>metaphor</i></li> <li>● how to use <i>apostrophes of omission</i></li> <li>● how to <i>summarise</i></li> <li>● how <i>contrast</i> is used</li> <li>● how to write a <i>semi-formal letter</i></li> <li>● how to write <i>empathically</i></li> <li>● the features of <i>diary writing</i></li> <li>● how to <i>plan, draft</i> and <i>edit</i> a piece of writing</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>● write <i>notes which expand</i> into a written interview</li> <li>● <i>read and respond</i> to texts and the writers' techniques</li> <li>● change <i>reported speech</i> to <i>direct speech</i> and vice versa</li> <li>● write about <i>character</i></li> <li>● <i>compare</i> two texts</li> <li>● create effective <i>similes</i> and <i>metaphors</i></li> <li>● <i>punctuate direct speech</i></li> <li>● use <i>apostrophes of omission</i></li> <li>● <i>summarise</i> an extract</li> <li>● respond to <i>contrast</i></li> <li>● write a <i>semi-formal letter</i></li> <li>● write a <i>diary entry</i></li> <li>● <i>plan, draft</i> and <i>edit</i> a piece of writing following the conventions of a genre of your choosing</li> </ul>
<p><b>Year 8 – Summer</b></p> <p><b>Writing an Article</b></p> <p><b>Rationale:</b></p>	<p>To know or revise:</p> <ul style="list-style-type: none"> <li>● how to <i>generate ideas</i> into a mind map</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>● research, plan, draft, edit and write an article.</li> </ul>

On a topic to be decided, students will revisit the essential skills of research, drafting and writing for an audience. They will be able to demonstrate their progress since Year 7.

**Assessment:**

Write an informative, inspiring and attractive article for the school newsletter, and for display in the classroom.

Students are supported with **formative assessment** throughout.

- how to *plan* using the 'What do I know? What do I want to know?' strategy
- how to *research* and *record*
- how to *organise ideas*
- how to *draft*
- how to experiment with *structure*
- how to *revise*
- how to *improve*
- how to *proof-read*
- how to write a *final copy*