

English Curriculum Goals at Beckfoot Upper Heaton

Students at Beckfoot Upper Heaton will be expected to have achieved at least the following goals at each stage of Key Stage 3. Their assessments will explicitly test whether they have attained these skills.

		Year 7 Goals	Year 8 Goals	Year 9 Goals
Core English Skills	Spelling, punctuation and grammar	<p>Write simple and compound sentences.</p> <p>Begin to include complex sentences using simple embedded clauses and fronted adverbials in creative writing tasks.</p> <p>Use full stops and capital letters accurately.</p> <p>High and most medium frequency words are spelled correctly. Lower frequency words or irregular words may be misspelled.</p>	<p>Frequently use complex sentences correctly with commas for lists and subordination.</p> <p>Write full paragraphs of at least four sentences with a topic sentence to begin.</p> <p>Begin to vary paragraphing for impact in creative pieces.</p> <p>Use was/were, your/you're, there/their/they're, it's/its, contraction apostrophes, been/being usually correctly.</p> <p>Accurate speech punctuation. Some possible errors in tense and subject-verb agreement.</p>	<p>Consistently secure use of complex sentences. Begin to create varied and ambitious sentence structures.</p> <p>Sustained use of clear paragraphing in extended pieces of at least one side of writing.</p> <p>Paragraphing is deliberately crafted for impact in creative pieces.</p> <p>Consistently correct use of common homophones.</p> <p>Consistent use of tense in creative and transactional writing</p> <p>Begin to use a varied range of punctuation including: ! ? () ; ; ...</p>
	Concepts	<p>Understand:</p> <ul style="list-style-type: none"> • Characterisation • Genre • Setting <p>in a text and explain in a straightforward manner.</p>	<p>Understand:</p> <ul style="list-style-type: none"> • External/Internal conflict • Narrative voice • Subtext and message • Poetic form and technique <p>in a text and begin to explain in a detailed manner</p>	<p>Understand:</p> <ul style="list-style-type: none"> • Narrative allegory • Symbolism • Narrative viewpoint • Atmosphere • Stagecraft <p>in a text and begin to explain in a clear, thoughtful manner</p>
	Analysis	<p>Retrieve straightforward information and draw straightforward inferences from fiction and nonfiction.</p> <p>Explain the impact of key adjectives, adverbs, verbs and nouns.</p> <p>Begin to explain connotations of language choices.</p>	<p>Retrieve and dissect quotes explaining explicit and implicit information with detailed inferences.</p> <p>Explain the impact of figurative language.</p> <p>Begin to expand inferences in explanations and interpretations (<i>because... Almost as though...</i>).</p>	<p>Embed a range of quotes explaining the writer's methods and intentions.</p> <p>Write using essay structure (introduction, examples, conclusion) when analysing given texts.</p> <p>Explain the impact of structure in an extract or chapter from a novel.</p> <p>Identify and explain a writer's viewpoint.</p> <p>Compare two texts using apt connectives and making valid inferences.</p>
Writing	Creative Writing	<p>Write a straightforward narrative in chronological order with a clear beginning, middle and end.</p> <p>Begin to use figurative language using SAMOSAP.</p> <p>Establish setting through description.</p> <p>Establish character through description.</p> <p>Plan narrative writing in four bullet points.</p>	<p>Use varied structural techniques in narrative writing: flashback, cyclical writing, split narrative.</p> <p>Consistently use figurative language in description.</p> <p>Establish atmosphere and tone using pathetic fallacy.</p> <p>Begin to show character development in a narrative.</p> <p>Planning reflects understanding of narrative structure.</p>	<p>Adopt the most appropriate structural techniques for a given narrative.</p> <p>Figurative language is apt and creative.</p> <p>Experiment with different narrative voices including first person, third person restricted, third person omniscient.</p> <p>Establish and then manipulate atmosphere and tone within the same piece of writing.</p> <p>Planning is purposeful and concise.</p>
	Transactional Writing	<p>Write a scaffolded persuasive speech using rhetorical devices (AFORREST) and descriptive language (SAMOSAP).</p>	<p>Write using conventions of news journalism (headline, topic sentence, 5 W's, facts/opinions).</p> <p>Write editorially using rhetorical devices (AFORREST).</p> <p>Use anecdotes and expert opinion when writing to argue/persuade</p>	<p>Write to argue a personal viewpoint on a given topic without a scaffold.</p> <p>Adopt the appropriate conventions of form for newspaper/magazine articles, letters, diary entries, leaflets and blogs.</p> <p>Structure a cohesive argument that addresses the premise of a statement, offers personal inferences on a topic then proposes a conclusion.</p>

Literacy	Vocabulary	Must teach: <i>Adjective, adverb, noun, verb, narrator, simile, metaphor, personification, genre, character, setting, implies, suggests</i>	Must teach: <i>Narrative, journalism, editorial, form, conventions, poverty, figurative, connotations, ambition, conflict, soliloquy, act, scene, dialogue, iambic pentameter, assonance, sibilance, consonance</i>	Must teach: <i>Symbolism, allegory, feminism, rhetoric, logos, pathos, ethos, stage direction, monologue, imperialism, colonialism, prejudice, stereotype</i>
	Oracy	Be able to answer open questions and expand on own answers in standard English with some possible errors in fluency/register.	Convey opinions in a meaningful dialogue between peers using formal language.	Present an extended speech on a given topic and be prepared to answer/ask open and closed questions in some detail.
Literary Study	Novel/ Play/ Shakespeare/ Poetry	<ul style="list-style-type: none"> • Modern novel: 'My Sister Lives in the Mantelpiece' • Fiction: Opening Chapters booklet, 'Tiny Worlds' short story anthology • Non-fiction: speeches unit (Malala, JFK) • Shakespeare: 'Taste of Shakespeare' extracts (Macbeth, Midsummer Night's Dream, Taming of the Shrew, Twelfth Night, Hamlet Othello) • Poetry: 'We Are All Poets' booklet 	<ul style="list-style-type: none"> • Modern novel: 'Trash' • Shakespeare: 'Macbeth' • Non-fiction: Voices of Women, War Journalism, Ambitious Figures • Poetry: War Poetry • Media: Narrative in film 	<ul style="list-style-type: none"> • Modern novel: 'Noughts and Crosses' • Modern play: 'The Crucible' • Fiction: 'Women in Writing: The Bronte Sisters' extract booklet • Non-fiction: 19th century 'Crime and Punishment' booklet, 'Unheard Voices' booklet, 19th century 'Industrial Revolution' booklet • Poetry: 'Unheard Voices' booklet