

KS3 Reading Curriculum Related Expectations

Year 7		
Curriculum Related Expectations	Year 7 assessments:	Year 7 Reading expertise:
<p>1. Understanding, textual reference and inference.</p> <p>Read, understand, select and interpret information about the shape, pattern, grammatical features and perspectives of different texts.</p>	<p>Origins: Reading: Analyse the presentation of hubris in a key myth. Writing: non-fiction – Argue: For thousands of years, myths and stories have been written in order to teach us how to behave. Write an article in which you explain this point of view.</p>	<ul style="list-style-type: none"> a) Read for meaning and knowledge of plot b) Find/locate/retrieve key information in a text c) Highlight key information in a text and make notes independently d) Identify grammatical and literary devices e) Identify word class and order f) Identify facts and opinions when reading non-fiction g) Begin to make inferences and deductions. h) Identify a writer’s intention and viewpoint. i) Support my ideas using relevant textual reference.
<p>2. Analysis of a writers’ methods</p> <p>Infer and analyse how writers use symbolism, shape and pattern, grammatical features, and linguistic devices to achieve their effects.</p>	<p>Journeys: Reading: Extract analysis of Long John Silver. Writing: Creative Writing - Monologue from perspective of key character.</p>	<ul style="list-style-type: none"> a) Identify language and structural features and demonstrate an understanding of how they have been used for effect. a) Develop empathy – learn about and empathise with emotions, times, locations and cultures which are different to their own b) Understand texts are constructs c) Identify and understand key symbols and motifs in texts d) Explore explicit and implicit information in texts
<p>3. Comparison and intertextuality</p> <p>Explore links and connections between the ways that writers’ use symbolism, grammar, shape and pattern, and linguistic devices to convey ideas and perspectives.</p>	<p>Love: Reading: Analysis of a key extract from Twelfth Night Writing: Write a sonnet about love.</p>	<ul style="list-style-type: none"> a) Make simple comparisons between two texts. b) Make simple comments on how a text might have been influenced by another text. c) Understand variety of story types (myths, allusions, allegories, 7 story types) d) Identify similarities and differences in texts

	Speaking and Listening:	
4. Context Show understanding of the relationships between texts and the contexts in which they were written.	Presentation of sonnets.	a) Show an awareness of the relevant context with a simple comment on the relationship between text and context.

Year 8		
Curriculum Related Expectations	Year 8 assessments:	Year 8 Reading expertise:
<p>1. Understanding, textual reference and inference.</p> <p>Read, understand, select and interpret information about the shape, pattern, grammatical features and perspectives of different texts.</p>	<p>Fear of the Unknown: Reading: Analysis – House of Usher extract Writing: Describe a gothic setting</p> <p>The Fragile Mind: Reading: Analysis of key character – Othello, Iago, Lear, Lady Macbeth... Writing to narrate: Creative monologue from the perspective of a flawed character.</p>	<ul style="list-style-type: none"> a) Use knowledge of plot to respond to questions appropriately b) Annotate and analyse key quotations (independently of class teacher)/ close reading of texts with appropriate subject terminology c) Summarise and synthesise key information (across texts where appropriate) and explore why some texts are similar and some are different d) Infer and deduce meaning/ identify explicit and implicit information about grammatical and literary devices e) Infer ideas about the effect of word class and order f) Consider the effect of facts and opinions in texts g) Consider the impact of a writer’s intention and viewpoint h) Use textual references to develop ideas
<p>2. Analysis of a writers’ methods</p> <p>Infer and analyse how writers use symbolism, shape and pattern, grammatical features, and linguistic devices to achieve their effects.</p>	<p>Identity: Reading: Analysis of use of narrative voice Writing: Persuade – a speech on inequality and injustice. Speaking and Listening: presentation of Scout and how she changes during the course of the novel.</p>	<ul style="list-style-type: none"> a) Explore the writer’s intention of language and structural features b) Explore how writers create empathy in a range of texts c) Explore ideas about how writers construct character/perspective/setting/mood/tone to suit key themes d) Consider the effect of symbols, motifs, patterns in texts e) Begin analysis of structural features and identify purpose, audience, form for non-fiction texts
<p>3. Comparison and intertextuality</p> <p>Explore links and connections between the ways that writers’ use symbolism, grammar, shape and pattern and linguistic device to convey ideas and perspectives.</p>		<ul style="list-style-type: none"> a) Begin to compare language and structural patterns in texts confidently b) Explore how writer’s choices are shaped by stories from the past c) Recognise and comment on the different patterns in narratives d) Compare the similarities and differences in texts accurately

4. Context Show understanding of the relationships between texts and the contexts in which they were written.		a) explore how the time and the genre influences the text

Year 9		
Curriculum Related Expectations	Year 9 assessments:	Year 9 Reading expertise:
<p>1. Understanding, textual reference and inference.</p> <p>Read, understand, select and interpret information about the shape, pattern, grammatical features and perspectives of different texts.</p>	<p><u>Conflict:</u> Reading 1: How does Sherriff present the character of Stanhope?</p> <p>Writing 1: Write a letter home from the perspective of Raleigh or Osborne before the raid takes place.</p> <p>Reading 2: Compare how 2 poems present the impact of war.</p> <p><u>Dystopia:</u> Reading: Starting with this extract, how does Orwell present the theme of power in <i>1984</i>? Extract: Part 3 Ch 1.</p> <p>Writing 1: ‘The government simply uses surveillance to control and not protect citizens.’ Write an article in which you evaluate this statement</p>	<ul style="list-style-type: none"> a) Analyse the conscious crafting of a text from beginning to end. b) Analyse and draw together key quotations with appropriate subject terminology c) Clearly synthesise and explore how the language and structure of some texts are similar or different d) Infer layers of meaning about grammatical and literary devices e) Analyse how word choices shape or change the meaning of a text f) Infer ideas about the impact and balance of fact and opinion in non-fiction texts g) Analyse the layers of meaning that underpin a writer’s intention and viewpoint h) Develop a clear opening argument using implicit and explicit information and use textual references to develop the argument
<p>2. Analysis of a writers’ methods</p> <p>Infer and analyse how writers use symbolism, shape and pattern, grammatical features, and linguistic devices to achieve their effects.</p>	<p>Writing 2: Turn a utopia into a dystopian narrative in the style of a writer (Orwell, Bradbury, Atwood)</p> <p><u>Rhetoric and Revolution:</u></p>	<ul style="list-style-type: none"> a) Analyse writer’s methods in both seen and unseen extracts; showing understanding of plot, sequencing, openings, endings, shifts, patterns, character development b) Analyse how empathy is crafted and developed in texts c) Evaluate the way writers use language to create meaning, develop characters, create perspective, create settings, convey themes d) Recognise and analyse patterns of symbols and motifs that run across different texts

	<p>Reading: How does the writer use rhetorical devices to engage the speaker and convey their perspective?</p>	<p>e) Confident language, tone and structural analysis of set texts and key extracts</p>
<p>3. Comparison and intertextuality</p> <p>Explore links and connections between the ways that writers' use symbolism, grammar, shape and pattern and linguistic device to convey ideas and perspectives.</p>	<p>Writing: Write a persuasive speech which tackles injustice</p> <p>Speaking and listening: Perform the speeches</p>	<p>a) Compare and contrast writer's methods to create different meanings</p> <p>b) Make strong links between the influences that historical texts have influenced a writer's choices</p> <p>c) Infer layers of meaning about the shape and pattern of a range of texts and genres.</p> <p>d) Analyse how texts are used to suit particular purposes and audiences.</p>
<p>4. Context</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>		<p>a) Make clear links to the development of stories over time</p>