

**KS3 Writing Curriculum Related Expectations**

<b>Year 7</b>		
<b>Curriculum Related Expectations</b>	<b>Year 7 assessments:</b>	<b>Year 7 writing expertise:</b>
<p><b>1. Purpose, audience and tone</b></p> <p>Communicate clearly, with an appropriate shape, tone, style, and register for different purposes and audiences.</p> <p>Use a range of symbolic and stylistic devices to suit the purpose and tone of the writing.</p>	<p><b>Origins:</b>  <b>Reading:</b> Analyse the presentation of hubris in a key myth.  <b>Writing:</b> 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>	<p>a) <u>Creative Writing</u></p> <ul style="list-style-type: none"> <li>● Write a range of narrative and descriptive pieces based on the 7 story types</li> <li>● Write descriptively to portray character and setting</li> <li>● Use some narrative devices</li> <li>● Experiment with language and structural devices</li> <li>● Write within a particular poetic structure</li> </ul>
<p><b>2. Focus, organisation and form</b></p> <p>Plan, draft, edit and proof-read effectively.</p> <p>Write accurately and fluently, organising the shape, pattern, and grammatical features effectively.</p> <p>Use paragraphs accurately and effectively.</p>	<p><b>Journeys:</b>  <b>Reading:</b> Extract analysis of Long John Silver.  <b>Writing:</b> Creative Writing - Monologue from the perspective of a key character.</p>	<p>b) <u>Transactional Writing - assessment</u></p> <ul style="list-style-type: none"> <li>● Express a personal viewpoint clearly</li> <li>● Appreciate alternative points of view</li> <li>● Use a range of persuasive and rhetorical devices to support your argument</li> </ul> <p>c) <u>Writing to Analyse - assessment</u></p> <ul style="list-style-type: none"> <li>● Begin to develop an analytical approach and style about the presentation of a key theme/character/extract</li> <li>● Include quotations to support ideas</li> <li>● Comment on how the language and the presentation of character is used</li> </ul>
<p><b>3. Range of vocabulary, sentence structures and punctuation.</b></p> <p>Use a range of vocabulary that is appropriate and effective. Use a variety of patterns within</p>	<p><b>Love:</b>  <b>Reading:</b> Analysis of a key extract from Twelfth Night</p>	<p>a) <u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Define and use words with precision</li> <li>● Use context to work out meaning of words and use them to suit your purpose</li> </ul>

<p>the structure of sentences for clarity, purpose and effect.</p> <p>Use a range of grammatical features to demarcate sentences accurately and effectively.</p>	<p><b>Writing:</b> Write a sonnet about love.</p> <p><b>Speaking and Listening:</b> Presentation of sonnets.</p>	<ul style="list-style-type: none"> <li>● Identify word class of individual words (noun, verb, adjective, adverb) and use them accurately</li> </ul> <p>b) <u>Sentences</u></p> <ul style="list-style-type: none"> <li>● Awareness of sentence types: begins to use simple, compound, complex</li> <li>● Sentences are clear and lack ambiguity</li> <li>● Awareness of tense: tense use consistent</li> </ul> <p>c) <u>Punctuation</u></p> <ul style="list-style-type: none"> <li>● Basic punctuation used accurately</li> <li>● Punctuation begins to shape writing</li> </ul> <p>d) <u>Paragraphing</u></p> <ul style="list-style-type: none"> <li>● Use paragraphs accurately</li> <li>● Organise ideas into a coherent sequence</li> </ul> <p>e) <u>Standard English</u></p> <ul style="list-style-type: none"> <li>● Vary formality of writing for purpose</li> </ul> <p>f) <u>Spelling</u></p> <ul style="list-style-type: none"> <li>● Pluralisation and use of High frequency words is accurate</li> <li>● Basic keywords/subject specific terminology spelt accurately</li> <li>● Sound out words phonemically</li> </ul>
<p><b>4. Accuracy of vocabulary, sentence structures and punctuation.</b></p> <p>Spelling, language choices, punctuation and grammar must be accurate and effective.</p>		

Year 8		
Curriculum Related Expectations	Year 8 assessments:	Year 8 writing expertise:
<p><b>1. Purpose, audience and tone</b></p> <p>Communicate clearly, with an appropriate shape, tone, style, and register for different purposes and audiences.</p> <p>Use a range of symbolic and stylistic devices to suit the purpose and tone of the writing.</p>	<p><b>Fear of the Unknown:</b>  <b>Reading:</b> Analysis – House of Usher extract  <b>Writing:</b> Describe a gothic setting</p> <p><b>The Fragile Mind:</b>  <b>Reading:</b> Analysis of key character – Othello, Iago, Lear, Lady Macbeth...  <b>Writing to narrate:</b> Creative monologue from the perspective of a flawed character.</p> <p><b>Identity:</b></p>	<p>a) <u>Creative Writing</u></p> <ul style="list-style-type: none"> <li>● Experiment with structural features</li> <li>● Write descriptively to portray character and setting</li> <li>● Use some narrative/descriptive devices</li> <li>● Use language and structural features to create deliberate effects</li> <li>● Use interesting vocabulary in a precise manner</li> </ul> <p>b) <u>Transactional Writing - assessment</u></p> <ul style="list-style-type: none"> <li>● Develop the structure of a clear and persuasive argument</li> <li>● Unpick alternative points of view and offer stronger alternative options</li> <li>● Develop rhetorical devices to shape a powerful point of view</li> </ul> <p>c) <u>Writing to Analyse - assessment</u></p> <ul style="list-style-type: none"> <li>● Write with a clear and critical analytical style about the use of a range of features in a text, exploring character/setting/mood/tone</li> <li>● Analyse the language (specific quotations) used by the author to create effects</li> <li>● Structure an analytical argument effectively</li> </ul>
<p><b>2. Focus, organisation and form</b></p> <p>Plan, draft, edit and proof-read effectively.</p> <p>Write accurately and fluently, organising the shape, pattern, and grammatical features effectively.</p> <p>Use paragraphs accurately and effectively.</p>	<p><b>Reading:</b> Analysis of use of narrative voice  <b>Writing:</b> Persuade – a speech on inequality and injustice.  <b>Speaking and Listening:</b> presentation of Scout and how she changes during the course of the novel.</p>	<p>a) <u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Define and deploy complex words</li> <li>● Use keywords identified in Course Reader/KO/PPT slides with confidence</li> <li>● Identify synonyms for complex words</li> <li>● Identify word class of individual words and use them accurately in sentences</li> </ul> <p>b) <u>Sentences</u></p> <ul style="list-style-type: none"> <li>● Combine clauses into complex sentences</li> <li>● Explore impact of range of sentence structures</li> </ul>
<p><b>3. Range of vocabulary, sentence structures and punctuation.</b></p> <p>Use a range of vocabulary that is appropriate and effective. Use a variety of patterns within the structure of sentences for clarity, purpose and effect.</p>		

<p>Use a range of grammatical features to demarcate sentences accurately and effectively.</p>		<ul style="list-style-type: none"> <li>● Explore effects of change in tense</li> </ul> <p>c) <u>Punctuation</u></p> <ul style="list-style-type: none"> <li>● Explore use of sophisticated punctuation</li> <li>● Apostrophe use accurate</li> </ul> <p>d) <u>Paragraphing</u></p> <ul style="list-style-type: none"> <li>● Explore different ways to paragraph effectively</li> <li>● Link paragraphs using range of strategies</li> </ul> <p>e) <u>Standard English</u></p> <ul style="list-style-type: none"> <li>● Understand/ explore Standard English vs dialect</li> </ul> <p>f) <u>Spelling</u></p> <ul style="list-style-type: none"> <li>● Homophones</li> <li>● Prefixes and suffixes</li> <li>● Complex words</li> <li>● Complex keywords – subject specific terminology</li> </ul>
<p><b>4. Accuracy of vocabulary, sentence structures and punctuation.</b></p> <p>Spelling, language choices, punctuation and grammar must be accurate and effective.</p>		

Year 9		
Curriculum Related Expectations	Year 9 assessments:	Year 9 writing expertise:
<p><b>1. Purpose, audience and tone</b></p> <p>Communicate clearly, with an appropriate shape, tone, style, and register for different purposes and audiences.</p> <p>Use a range of symbolic and stylistic devices to suit the purpose and tone of the writing.</p>	<p><b>Conflict:</b></p> <p><b>Reading 1:</b> How does Sherriff present the character of Stanhope?</p> <p><b>Writing 1:</b> Write a letter home from the perspective of Raleigh or Osborne before the raid takes place.</p>	<p>a) <u>Creative Writing</u></p> <ul style="list-style-type: none"> <li>● Develop imaginative or unusual perspective</li> <li>● Explore different ways to open/end and sequence writing</li> <li>● Use some narrative/descriptive devices</li> <li>● Conscious crafting of language and structural features</li> <li>● Develop engaging tone/ writing style (being amusing/ entertaining)</li> </ul> <p>b) <u>Transactional Writing - assessment</u></p> <ul style="list-style-type: none"> <li>● Craft different styles and structures of non-fiction writing effectively</li> <li>● Make clear counter-arguments to alternative views</li> <li>● Develop rhetorical devices to shape a powerful point of view</li> </ul> <p>c) <u>Writing to Analyse - assessment</u></p> <ul style="list-style-type: none"> <li>● Analyse a range of features in a text independently</li> <li>● Select quotations judiciously and embed into analysis</li> <li>● Structure an analytical argument effectively with a clear introduction and conclusion</li> </ul>
<p><b>2. Focus, organisation and form</b></p> <p>Plan, draft, edit and proof-read effectively.</p> <p>Write accurately and fluently, organising the shape, pattern, and grammatical features effectively.</p> <p>Use paragraphs accurately and effectively.</p>	<p><b>Reading 2:</b> Compare how 2 poems present the impact of war.</p> <p><b>Dystopia:</b></p> <p><b>Reading:</b> Starting with this extract, how does Orwell present the theme of power in <i>1984</i>? Extract: Part 3 Ch 1.</p>	
<p><b>3. Range of vocabulary, sentence structures and punctuation.</b></p> <p>Use a range of vocabulary that is appropriate and effective. Use a variety of patterns within the structure of sentences for clarity, purpose and effect.</p>	<p><b>Writing 1:</b> ‘The government simply uses surveillance to control and not protect citizens.’ Write an article in which you evaluate this statement</p> <p><b>Writing 2:</b> Turn a utopia into</p>	<p>a) <u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>● Define and deploy complex words with precision</li> <li>● Use key vocabulary and terminology lists when re-drafting</li> <li>● Understand what words mean in context</li> <li>● Recognise layers of meaning in choice of words and appreciate connotations</li> </ul> <p>b) <u>Sentences</u></p> <ul style="list-style-type: none"> <li>● Use variety of sentences to create meaning</li> <li>● Integrate speech, references and direct quotations effectively in sentences</li> </ul>

<p>Use a range of grammatical features to demarcate sentences accurately and effectively.</p>	<p>a dystopian narrative in the style of a writer (Orwell, Bradbury, Atwood)</p>	<p>c) <u>Punctuation</u></p> <ul style="list-style-type: none"> <li>● Use full range of (sophisticated) punctuation to clarify meaning</li> </ul>
<p><b>4. Accuracy of vocabulary, sentence structures and punctuation.</b></p> <p>Spelling, language choices, punctuation and grammar must be accurate and effective.</p>	<p><b><u>Rhetoric and Revolution:</u></b></p> <p><b>Reading:</b> How does the writer use rhetorical devices to engage the speaker and convey their perspective?</p> <p><b>Writing:</b> Write a persuasive speech which tackles injustice</p> <p><b>Speaking and listening:</b> Perform the speeches</p>	<p>d) <u>Paragraphing</u></p> <ul style="list-style-type: none"> <li>● Use a variety of ways to open, develop, link and complete paragraphs</li> </ul> <p>e) <u>Standard English</u></p> <ul style="list-style-type: none"> <li>● Use appropriate formality for each purpose</li> </ul> <p>f) <u>Spelling</u></p> <ul style="list-style-type: none"> <li>● Recognise own strengths and use strategies to eliminate persistent errors</li> <li>● Highly accurate spelling for all complex words, including subject specific terminology</li> </ul>