

# English: Key Stage 3 Skills Grid Scheme of Work

Year 7: Embedding Core Skills	Year 8: Progression	Year 9: Transition
<p><b>Reading Resources:</b> Modern Novel Anthology of poems Anthology of non-fiction The Red Room</p> <p><b>Writing types and conventions:</b> Description Explain Instruct/advise  Informal letters Leaflets</p>	<p><b>Reading Resources:</b> Anthology of Pre 19 century fiction Anthology of poems Anthology Shakespeare Anthology of modern short stories or novel</p> <p><b>Writing types and conventions:</b> Narrative extracts Persuade/argue Inform  Formal letters Articles Speeches Essays</p>	<p><b>Reading Resources:</b> Short story Anthology (Chemistry and The Darkness out There) Leon Garfield Romeo and Juliet An Inspector Calls Anthology of non-fiction pre 19c AQA GCSE Poetry Anthology: London by Blake Ozymandias by Shelley Kamikaze by Garland Charge of the Light Brigade by Tennyson</p> <p><b>Writing types and conventions:</b> Description Explain Instruct/advise Narrative extracts Persuade/argue Inform  Informal letters Formal letters Articles Speeches Leaflets Essays</p>

Term 1	Term 1	Term 1
<p><b>COLD ASSESSMENT READING AND WRITING:</b> w/c 12/9 <b>HOT ASSESSMENT READING AND WRITING:</b> w/c 28/11</p> <p><b>Core Writing Skills to be mastered:</b> Writing independently Making choices for spelling, punctuation and sentence structures. Using full stop, apostrophe and capital letters accurately. All sentences make complete sense Extending vocabulary for expressive writing</p> <p><b>Core Reading Skills to be mastered:</b> Read for meaning: what is this text about? Be able to answer the five W questions for any text List and retrieve, identify explicit information Answer true or false statements about a text Identify key words that convey meaning beyond the explicit Understanding of word classes: noun, verb, adjective, adverb</p>	<p><b>COLD ASSESSMENT READING AND WRITING:</b> w/c 9/9 <b>HOT ASSESSMENT READING AND WRITING:</b> w/c 5/12</p> <p><b>Progression Writing Skills:</b> Continue to develop the skills mastered in year 7, considering spelling, punctuation and sentence structures. Depth, flair and sophistication in the choice of language and punctuation. Variety of use of punctuation, including semi-colons and a range of uses of commas Varied connectives Use of proofreading checklist to identify poor grammar Most homophones and common words spelt accurately. Clear attempt to use wide vocabulary although spelling may not always be accurate Choice of language and format should broadly be appropriate for task and purpose</p> <p><b>Progression Reading Skills:</b> Using further challenging texts and considering a range of viewpoints: Implicit and explicit ideas in a text Choice of language: key words Writers and characters viewpoints Unpicking texts to identify words that contribute to a mood and atmosphere</p>	<p><b>Transitional Writing Skills: 6 weeks</b> Writing independently Making choices for spelling, punctuation and sentence structures. Writing genres and layouts</p> <p><b>Transitional Reading Skills: 6 weeks</b> Reading for explicit meaning Reading for implicit meaning Writer's perspective and viewpoint How language convey meaning</p> <p><b>KS3 AQA READING AND WRITING ASSESSMENT Paper 2:</b> w/c 12/12</p>

Term 2	Term 2	Term 2
<p><b>KS3 AQA WRITING ASSESSMENT: w/c 13/2</b>  <b>KS3 AQA READING ASSESSMENT: w/c 3/4</b></p> <p><b>Core Writing Skills to be mastered:</b>  Embed the skills below into writing of at least three paragraphs in length.  Use a checklist to support with proofreading  Construct sentences accurately using punctuation for demarcation including full stops and capital letters.  Use punctuation to identify key elements in a sentence including: capital letters, apostrophes and speech marks.  Use commas for a range of reasons including: list, parenthetical, sub clauses, introducing speech.  Paragraph ideas and use topic sentences to identify key ideas.  Spell most words correctly including common homophones.</p> <p><b>Core Reading Skills to be mastered:</b>  Increasing speed and ability to read explicitly a wide range of texts by asking the 5 x W questions.  Beginning to identify language which suggests writer's viewpoint  Identifying words which may have been chosen to convey meaning  Beginning to read implicitly, read between the lines, identify key words and what is suggested by words and phrases.  Understanding of word classes: noun (proper, common, collective, pronoun), verb, adjective, adverb, connective, definite and indefinite article, preposition</p>	<p><b>KS3 AQA WRITING ASSESSMENT: w/c 27/2</b>  <b>KS3 AQA READING ASSESSMENT: w/c 24/4</b></p> <p><b>Progression Writing Skills:</b>  Consistent accurate use of full stop, capital letters, paragraphs and apostrophes. Other punctuation to be used accurately and for effect  Writing to be fluent and coherent with a wide range of sentence structures including parenthetical commas.  Judicial use of connectives  Precise vocabulary to be chosen for specific effect.  All paragraphs should have topic sentences for clarity.  All common words and homophones should be spelt accurately.  Choice of language and format should match appropriate for task and purpose</p> <p><b>Progression Reading Skills:</b> Using increasingly challenging texts :  Implicit and explicit ideas in a text  Choice of language: key words extending to structure and grammatical features  Writers and characters viewpoints extending to comparing two texts  Unpicking texts to identify words that contribute to a mood and atmosphere extending to comparing two texts  Understanding and retention of terminology to include: noun (proper, common, collective, pronoun), verb, adjective, adverb, connective, definite and indefinite article, preposition; literary techniques, persuasive techniques, poetic terms</p>	Romeo and Juliet: (5 weeks) Reading for meaning and extending vocabulary Researching context and creating resources for revision Using story as springboard for writing skills EXAM PREP – reading (3 weeks) EXAM PREP – Writing (3 weeks) <p><b>KS3 AQA READING ASSESSMENT Paper 1: w/c 6/3</b>  <b>KS3 AQA WRITING ASSESSMENT: Paper 1 w/c 3/4</b></p>

Term 3	Term 3	Term 3
<p>Reflection on learning outcomes to inform further teaching of core skills.</p> <p><b>EMBEDDED/EXTENDED CORE SKILL ASSESSMENT w/c 19/6*</b></p> <p>Challenge tasks:</p> <p>Using one of the texts you have read in class this year, choose a task as directed by your teacher.</p>	<p>Reflection on learning outcomes to inform further teaching of core skills and/or progression skills.</p> <p><b>EMBEDDED/EXTENDED PROGRESSION SKILL ASSESSMENT w/c 26/6*</b></p> <p>Challenge tasks</p> <p>Using one of the texts you have read in class this year, choose a task as directed by your teacher.</p>	<p>4 Poems (6 weeks) followed by <b>ASSESSMENT question w/c 12/6</b></p> <p>AIC (6 weeks)</p> <p>Reading for meaning and extending vocabulary</p> <p>Researching context and creating resources for revision</p>

\*Assessment to be chosen/adapted from challenge task list