Key Stage 3 English Curriculum Map

	Strand	Year 7	Year 8	Year 9
	Blooms Taxonomy- Key words for each level.	REMEMBER: List, name, write, tell, find, relate, describe.	UNDERSTAND: explain, outline, translate, compare, discuss, restate, predict.	EVALUATE: Assess, justify, prioritise, decide, rate, choose, recommend, analyse.
Reading	5.1 Developing and adapting active reading skills and strategies	▪ I can use skimming and scanning to locate the main points and relevant information from a text or source ▪ I can work out with clues (inference) and using facts from the text (deduce) the basic meanings within a sentence or text. ▪ I can make relevant notes when gathering ideas from texts.	▪ I can use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where needed ▪ I can use clues (inference) and facts from the text (deduce) to explore layers of meaning within a text ▪ I can make relevant notes when researching different sources, comparing and contrasting information.	– I can use skimming and scanning to locate and retrieve key information and ideas (connotation)from a variety of text. ▪ I can use a range (repertoire) of reading strategies to analyse and explore different layers of meaning within texts ▪ I can make relevant notes in a range of formats and approaches when researching a variety of sources.
	5.2 Understanding and responding to ideas, viewpoint, themes and purposes in texts	▪ I can identify and understand the main ideas, viewpoints themes and purposes in texts. ▪ I can give my opinion of a text and give evidence from it to support my view.	▪ I can work out the writers' ideas, viewpoints and themes in different texts. ▪ I can respond to a text by making precise points and providing relevant evidence in support of those points.	▪ I can analyse a range of ideas and respond to differing viewpoints, purposes and themes in a variety of related texts. ▪ I can comment on the whole of a text, recognising links between ideas, themes or characters and supporting points with precise evidence and explanation.
	5.3 Reading and engaging with a wide and varied range of texts	▪ I can give my own opinion on a choice of texts and say which I prefer the most. ▪ I can understand how readers choose and respond to texts.	▪ I can broaden my experience of reading a wide range of texts and express my preferences. ▪ I can explore how different audiences choose and respond to texts.	▪ I can discuss my own and others' reading choices, and their views of what they have read, and can make recommendations to peers. ▪ I can analyse how texts are shaped by audiences' preferences and opinions.

	6.1 Relating texts to the social, historical and cultural contexts in which they were written.	▪ I can understand how the social, cultural and historical contexts and/or literary traditions can influence a text.	▪ I can explain how and why the social, cultural and historical contexts and/or literary traditions can influence a text and give evidence to support my explanation.	▪ I can evaluate how and why the social, cultural and historical contexts and/or literary traditions can influence a text and justify my point using evidence from the text.
	6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning.	▪ I can identify and describe the effect of writers' use of specific literary devices (SHAMPOO etc.) and grammatical features ▪ I can recognise and comment on how writers' choices and techniques have an effect on readers.	I can identify and provide evidence on the writers use of specific language features (SHAMPOO) and comment on their effect on the reader.	I can identify and evidence the writers use of specific language features (SHAMPOO) and explain their effect on the reader.
	6.3 Analysing writers' use of organisation, structure, layout and presentation.	▪ I can explore the range of different ways writers use layout, form and presentation in a variety of texts ▪ I can explore the variety and range of ways the content of texts can be organised and structured.	▪ I can explore the range, variety and effect of literary, rhetorical devices (SHAMPOO etc.) and grammatical features used by writers of fiction and non-fiction texts. ▪ I recognise and can comment on how writers' language choices contribute to the overall effect on readers.	I can analyse and be able to explain in depth the writers' use of language and grammatical features and their effects on you as a reader. ▪ I can consider the potential impact of language choices on different readers.
Writing	7.1 Generating ideas, planning and drafting –	▪ I can develop different ways of generating, organising and shaping ideas, and choose from a range of planning formats.	▪ I can explain how specific choices and combinations of form, layout and presentation create particular effects ▪ I can explain how specific structural (format) and organisational choices in texts create particular effects.	▪ I can increase the effectiveness and individuality of my writing, linking my selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience.

	7.2 Using and adapting the conventions and forms of texts on paper and on screen.	▪ I can use research to help me plan a specific task.	▪ I can explore, problem-solve, connect and shape my ideas to help me prepare and plan for my own writing.	▪ I in my own writing, I can plan by developing upon my research and enhancing my findings in effective ways, to impact on the reader.
	8.1 Developing viewpoint, voice and ideas.	▪ I can develop character and voice in my own writing through my understanding of narrative voice in fiction ▪ I can develop my own viewpoint, drawing on evidence, opinions and the particular purpose of the task. ▪ I can develop an understanding of what a personal viewpoint is in non-fiction texts	▪ I can draw on some techniques and devices used by writers in order to develop distinctive character and voice in their own fiction ▪ I can select techniques and devices used by writers and use them, for the purpose of a particular task. ▪ I can develop a consistent viewpoint in my own non-fiction writing	▪ I can establish and sustain distinctive character, point of view and voice in my fiction writing by choosing from a wide range of techniques and devices used by writers ▪ I can give my own view of the use of language and grammatical features about characters, setting and plot. ▪ I can use convincing evidence, opinions and appropriate information, and other techniques used by writers to meet the purpose of the task.
	8.2 Varying sentences and punctuation for clarity and effect.	▪ I can use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech ▪ I can vary sentence length and structure in order to provide appropriate detail. ▪ I can link my ideas, and create effects for a leaflet aimed to suit task, purpose and audience. I can link my ideas, and create effects for a leaflet aimed to suit	▪ I can draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects. ▪ My writing will include a variety of sentence lengths and structures to make my ideas clear for well organised to suit audience, purpose and task.	▪ I can deploy appropriately in my own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects. ▪ My writing will include a range of sentence structures to enhance and emphasise my particular ideas to suit task, purpose and audience.

	8.3 Improving vocabulary for precision and impact.	▪ I can include specific words for purpose and effect (vocabulary).	▪ I can use a word bank to extend my range of vocabulary for purpose and audience.	▪ I will use a thesaurus to extend my vocabulary for purpose, audience and task. (Language)
	8.4 Developing varied linguistic and literary techniques.	▪ I can begin to use literary devices (SHAMPOO, DAFORREST) in my writing for effect.	▪ I can create specific effects in my writing I can use a range of literary devices (SHAMPOO, DAFOREST).	▪ Dependent upon the task, I can identify, justify and use a range of literary devices for effect.
	8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen.	▪ I can use paragraphs to separate my ideas and use some connectives at the beginning of paragraphs. ▪ I can organise and sequence my writing clearly and effectively.	▪ I can use my knowledge of persuasive devices to present my own text for specific audience, purpose and task. ▪ I can use a range of presentational devices (both on paper and on screen) bearing in mind the audience. ▪ I can use connectives at the beginning of paragraphs.	▪ For clarity, I can use a range of sentence lengths within paragraphs to structure my ideas for a specific purpose or audience. ▪ I can use connectives and connecting phrases in my writing. I can use a range of formats and layouts to create impact and engage the reader.
	8.6 Developing and using editing and proofreading skills on paper and on screen.	▪ I can make improvements to my writing by developing techniques for editing, proofreading and making revisions.	▪ I can apply skills in editing and proofreading in a range of different texts and contexts, reviewing and revising my writing.	▪ I can evaluate the effectiveness and likely impact on the reader by using editing, proofreading and reviewing process.
	9.1 Using the conventions of standard English.	▪ I understand and can use the correct SPAG in my writing. ▪ I understand and can use formal/informal language according to context, purpose and audience.	▪ I understand the importance of standard SPAG and the ways in which writers use non-standard forms for particular effect. ▪ I can draw on knowledge of how and why writers use formality/informality to make appropriate choices of style and use them in my own writing.	▪ I can fluently and consistently write in standard English depending upon contexts, purposes and audience. ▪ I understand the formal/informal styles used by writers and use them in own writing to enhance/emphasise and for effects dependent upon purpose and audience.
	9.2 Using grammar accurately and appropriately.	▪ I understand and can correctly write sentences in standard English.	▪ I can use my knowledge of sentence structures to write	▪ I understand the ways in which writers use sentence structures to create effect and

			accurate texts that suit the task, audience and purpose.	can use them in my own writing to suit the task, audience or purpose.
	9.3 Reviewing spelling and increasing knowledge of word derivations, patterns and families.	▪ I can spell common words correctly ▪ I can increase my knowledge of word families and regular spelling patterns.	▪ I can spell most words correctly including some complex multi-syllable words and unfamiliar words. ▪ I can apply my knowledge of spelling skills and strategies with increasing independence.	▪ I can spell correctly throughout my text, including ambitious or complex multi-syllable words.
Speaking and Listening	1.1 Developing active listening skills and strategies.	▪ I can identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers.	▪ I can analyse and explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement.	▪ I can respond to speakers and give constructive feedback, referring to skills, subject matter, intended listeners and the purpose of talk.
	1.2 Understanding and responding to what speakers say in formal and informal contexts.	▪ I can sift and summarise the most important points or key ideas from a talk or discussion.	▪ I can interpret and make inferences from speech in a variety of contexts.	▪ I can analyse the underlying themes or issues in a range of different contexts, identifying implied and explicit meanings.
	2.1 Developing and adapting speaking skills and strategies in formal and informal contexts	▪ I can adapt the structure and vocabulary of my speech to clarify ideas. ▪ I can use some verbal and non-verbal techniques to make talk interesting for listeners.	▪ I can select the most appropriate way to structure my speech, making it clear so that it is effective. ▪ I can consider the task, audience, purpose and context, and use a range of supporting resources to support my speech. ▪ I can engage my audience's attention and interest by using a range of different verbal and non-verbal techniques.	▪ I can select from a wide repertoire (bank of) resources and organise and structure my speech to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts. ▪ I can develop and choose effectively from a repertoire (bank of) of verbal and non-verbal techniques which actively involve listeners.

	2.2 Using and adapting the conventions (types/styles) of spoken texts	- I can recognise different types/style of speech. - I can use standard English appropriate for a particular form.	- I can make some appropriate selections from a range of types/styles of speech - I can use standard English, adapting the form to different situations.	- I can use and adapt a range of types/styles of spoken texts depending upon contexts and purpose. - I can use sustained standard English suited to listeners and purpose.
	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts	- I can make clear and relevant contributions to group discussion. - I can help discussions succeed by acknowledging and responding to the contributions of others.	- I can make a sustained contribution to group discussion, and illustrate and explain my ideas. - I can listen carefully, ask relevant questions and make suggestions in order to solve problems and test ideas.	- I can recognise strengths and identify areas for development in my own and others' contributions. - I can move a discussion forward by developing and drawing together ideas arising from discussion.
	3.2 Taking roles in group discussion	I can contribute to discussions in different ways such as promoting, opposing, exploring and questioning.	I can take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions.	I can appropriately choose from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions.
	4.1 Using different dramatic approaches to explore ideas, texts and issues.	I can explore ideas, texts and issues through a variety of dramatic styles.	I can use specific dramatic approaches and styles in structured ways for effective exploration of ideas, texts, issues and themes.	I can use a wide variety of dramatic approaches and styles to analyse complex and challenging ideas, issues, themes and texts.
	4.2 Developing, adapting and responding to dramatic techniques, conventions and styles	- I can work on my own and with others to develop dramatic processes, narratives, performances or roles. - I can comment on the effectiveness of the different dramatic styles and techniques used.	- I can develop and sustain processes, narratives, performances and roles through the use of a variety of dramatic conventions, techniques and styles. - I can evaluate the impact and effectiveness of a range of dramatic styles and techniques.	- I can develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles. - I can analyse and explain, in and out of role, the use, impact and effect of different dramatic styles and techniques.

Language	10.1 Exploring language variation and development according to time, place, culture, society and technology	▪ I can identify some of the ways in which spoken English varies in different regions and settings. ▪ I can identify some of the changes that have happened in the English language over time.	▪ I can investigate spoken English from a range of regions and settings and explain how it varies. ▪ I can investigate texts from a range of historical periods to show how the English language has changed and varied over time.	▪ I can consider how and why spoken English varies in a range of regions and cultural contexts. ▪ I can consider how and why the English language has developed as shown in texts from different historical periods up to the present day.
	10.2 Commenting on language use	▪ I can describe and find examples of how language is used in different contexts. ▪ I understand and make use of the most common terms used to describe language when referring to their own or others' language use	▪ I can explain some of the ways in which language varies according to different contexts. ▪ I can explain how linguistic concepts are related, and use the terminology in ways that help them describe and review language use.	▪ I can analyse and exemplify the way that forms and varieties of English can be influenced by context and purpose. ▪ I can analyse a range of texts or language uses, drawing on terminology related to literary, linguistic and grammatical features.