

Key Stage 3 English Curriculum Map

	Strand	Year 7	Year 8	Year 9
Reading	5.1 Developing and adapting active reading skills and strategies	<ul style="list-style-type: none"> ▪ use skimming and scanning to locate the main points and relevant information from a text or source ▪ use inference and deduction to recognise implicit meanings at sentence and text level ▪ make relevant notes when gathering ideas from texts 	<ul style="list-style-type: none"> ▪ use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate ▪ use inference and deduction to explore layers of meaning within a text ▪ make relevant notes when researching different sources, comparing and contrasting information 	<ul style="list-style-type: none"> ▪ select from a range of strategies the most appropriate ways to locate and retrieve information and ideas from a variety of texts ▪ use a repertoire of reading strategies to analyse and explore different layers of meaning within texts ▪ 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	<ul style="list-style-type: none"> ▪ identify and understand the main ideas, viewpoints themes and purposes in texts ▪ make a personal response to a text and provide some textual reference in support 	<ul style="list-style-type: none"> ▪ trace the development of writers' ideas, viewpoints and themes in different texts ▪ respond to a text by making precise points and providing relevant evidence in support of those points 	<ul style="list-style-type: none"> ▪ analyse a range of ideas and respond to differing viewpoints, purposes and themes in a variety of related texts ▪ build an interpretation of a whole 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	<ul style="list-style-type: none"> ▪ make informed personal choices of texts and express their preferences ▪ understand how readers choose and respond to texts 	<ul style="list-style-type: none"> ▪ broaden their experience of reading a wide range of texts and express their preferences and opinions ▪ explore how different audiences choose and respond to texts 	<ul style="list-style-type: none"> ▪ discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations ▪ 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	<ul style="list-style-type: none"> ▪ understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written 	<ul style="list-style-type: none"> ▪ broaden their experience of reading a wide range of texts and express their preferences and opinions ▪ explore how different audiences choose and respond to texts 	<ul style="list-style-type: none"> ▪ discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations ▪ analyse how texts are shaped by audiences' preferences and opinions
	6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning	<ul style="list-style-type: none"> ▪ identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features ▪ recognise and comment on how writers' choices and techniques have an effect on readers 	<ul style="list-style-type: none"> ▪ understand and explore the concept of literary heritage, and why certain texts are important within it 	<ul style="list-style-type: none"> ▪ develop an informed understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions
	6.3 Analysing writers' use of organisation, structure, layout and	<ul style="list-style-type: none"> ▪ explore the range of different ways writers use layout, form and 	<ul style="list-style-type: none"> ▪ explore the range, variety and effect of literary, rhetorical and grammatical features used by writers of literary and non-literary 	<ul style="list-style-type: none"> ▪ analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects ▪ consider the potential impact of language choices on

	presentation	<p>presentation in a variety of texts</p> <ul style="list-style-type: none"> explore the variety and range of ways the content of texts can be organised and structured 	<p>texts</p> <ul style="list-style-type: none"> recognise and comment on how writers' language choices contribute to the overall effect on readers 	different readers
Writing	7.1 Generating ideas, planning and drafting	<ul style="list-style-type: none"> develop different ways of generating, organising and shaping ideas, and choose from a range of planning formats 	<ul style="list-style-type: none"> explain how specific choices and combinations of form, layout and presentation create particular effects explain how specific structural and organisational choices in texts create particular effects 	<ul style="list-style-type: none"> increase the effectiveness and individuality of their writing, linking their 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	<ul style="list-style-type: none"> draw on the conventions of written forms to plan writing and develop ideas to fit a specific task 	<ul style="list-style-type: none"> explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning their writing 	<ul style="list-style-type: none"> plan different types of writing and develop ideas by drawing on the ways in which forms and conventions can contribute to the overall impact and effectiveness of texts
	8.1 Developing viewpoint, voice and ideas	<ul style="list-style-type: none"> develop character and voice in their own writing through their understanding of narrative voice in fiction develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task and their understanding of what a personal viewpoint is in non-fiction texts 	<ul style="list-style-type: none"> draw on some techniques and devices used by writers in order to develop distinctive character and voice in their own fiction select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in their own non-fiction writing 	<ul style="list-style-type: none"> establish and sustain distinctive character, point of view and voice in their fiction writing by choosing from a wide range of techniques and devices used by writers establish and sustain a clear and logical personal viewpoint through the analysis and selection of 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	<ul style="list-style-type: none"> use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader 	<ul style="list-style-type: none"> draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to clarify ideas and create a range of effects according to task, purpose and reader 	<ul style="list-style-type: none"> deploy appropriately in their own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects deploy appropriately in their own writing the range of sentence structures used by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader
	8.3 Improving vocabulary for	<ul style="list-style-type: none"> use vocabulary precisely to clarify and extend meaning 	<ul style="list-style-type: none"> create considered and appropriate effects by drawing independently on the range and 	<ul style="list-style-type: none"> select words carefully from within and beyond their own vocabulary, considering how their choices will

	precision and impact	and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading	variety of their own vocabulary, and by using strategies and resources to extend their available choices	create precise or more subtle meanings according to task, purpose and reader
	8.4 Developing varied linguistic and literary techniques	<ul style="list-style-type: none"> develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader 	<ul style="list-style-type: none"> draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing 	<ul style="list-style-type: none"> elicit a range of responses from the reader, having made a judgement about the effectiveness of specific linguistic and literary techniques in particular contexts or for specific tasks
	8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen	<ul style="list-style-type: none"> make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively 	<ul style="list-style-type: none"> use a range of cohesive devices with audience and purpose in mind, drawing on experience of how writers develop and connect ideas within and between paragraphs experiment with different ways of presenting texts, drawing on a range of modes, formats and media with the needs of the reader in mind 	<ul style="list-style-type: none"> shape and craft language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind use a range of text formats and layouts to create impact and engage the reader
	8.6 Developing and using editing and proofreading skills on paper and on screen	<ul style="list-style-type: none"> make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions 	<ul style="list-style-type: none"> apply skills in editing and proofreading in a range of different texts and contexts, reviewing and revising writing as it progresses 	<ul style="list-style-type: none"> evaluate the effectiveness and likely impact on the reader of their writing by using the editing, proofreading and reviewing process, and revise as necessary
	9.1 Using the conventions of standard English	<ul style="list-style-type: none"> understand the conventions of standard English and how to use them consistently in their writing understand and use degrees of formality in a range of texts according to context, purpose and audience 	<ul style="list-style-type: none"> understand the significance and importance of conventional standard English, the ways in which writers use non-standard forms in specific contexts for particular effects, and how to use standard and non-standard English when appropriate in their own writing draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing 	<ul style="list-style-type: none"> write fluently and sustain standard English in wide and varied texts and contexts, and for a range of purposes and audiences understand the range of formal and informal styles used by writers, and ways to deploy them appropriately in their own writing to enhance and emphasise meaning and create a wide range of effects with task, purpose and reader in mind
	9.2 Using grammar accurately and appropriately	<ul style="list-style-type: none"> understand and use appropriately in their own writing the conventions of sentence grammar 	<ul style="list-style-type: none"> draw on their knowledge of grammatical conventions to write grammatically accurate texts that are appropriate to the task, audience and purpose 	<ul style="list-style-type: none"> understand the ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate in their own writing
	9.3 Reviewing spelling	<ul style="list-style-type: none"> spell common words 	<ul style="list-style-type: none"> spell most words correctly including some 	<ul style="list-style-type: none"> spell correctly throughout a substantial text

	and increasing knowledge of word derivations, patterns and families	<ul style="list-style-type: none"> correctly increase knowledge of word families, roots, derivations, morphology and regular spelling patterns 	<ul style="list-style-type: none"> complex polysyllabic words and unfamiliar words apply knowledge of spelling skills and strategies with increasing independence 	including ambitious or complex polysyllabic words
Speaking and Listening	1.1 Developing active listening skills and strategies	<ul style="list-style-type: none"> identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers 	<ul style="list-style-type: none"> analyse and explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> sift and summarise the most important points or key ideas from a talk or discussion 	<ul style="list-style-type: none"> interpret and make inferences from speech in a variety of contexts 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> tailor the structure and vocabulary of talk to clarify ideas use some verbal and non-verbal techniques to make talk interesting for listeners 	<ul style="list-style-type: none"> select the most appropriate way to structure speech for clarity and effect, considering task, audience, purpose and context, and the range of supporting resources available engage listeners' attention and interest by using a range of different verbal and non-verbal techniques 	<ul style="list-style-type: none"> select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts develop and choose effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners
	2.2 Using and adapting the conventions and forms of spoken texts	<ul style="list-style-type: none"> recognise different conventions and forms in speech use the main conventions of standard English when appropriate 	<ul style="list-style-type: none"> make some appropriate selections from a range of conventions and forms in speech use standard English, adapting the level of formality to different situations 	<ul style="list-style-type: none"> use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes use sustained standard English with the degree of formality suited to listeners and purpose
	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts	<ul style="list-style-type: none"> make clear and relevant contributions to group discussion help discussions succeed by acknowledging and responding to the contributions of others 	<ul style="list-style-type: none"> make a sustained contribution to group discussion, and illustrate and explain their ideas listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas 	<ul style="list-style-type: none"> recognise strengths and identify areas for development in their own and others' contributions move a discussion forward by developing and drawing together ideas arising from discussion
	3.2 Taking roles in group discussion	<ul style="list-style-type: none"> contribute to discussions in different ways such as promoting, opposing, exploring and questioning 	<ul style="list-style-type: none"> take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions 	<ul style="list-style-type: none"> choose appropriately 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	<ul style="list-style-type: none"> explore ideas, texts and issues through a variety of dramatic approaches and 	<ul style="list-style-type: none"> use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes 	<ul style="list-style-type: none"> use a wide variety of dramatic approaches and conventions to analyse complex and challenging ideas, issues, themes and texts

	issues	conventions		
	4.2 Developing, adapting and responding to dramatic techniques, conventions and styles	<ul style="list-style-type: none"> ▪ work on their own and with others to develop dramatic processes, narratives, performances or roles ▪ comment on the effectiveness of the different dramatic conventions and techniques used 	<ul style="list-style-type: none"> ▪ develop and sustain processes, narratives, performances and roles through the use of a variety of dramatic conventions, techniques and styles ▪ evaluate the impact and effectiveness of a range of dramatic conventions and techniques 	<ul style="list-style-type: none"> ▪ develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles ▪ analyse and explain, in and out of role, the use, impact and effect of different dramatic conventions and techniques
Language	10.1 Exploring language variation and development according to time, place, culture, society and technology	<ul style="list-style-type: none"> ▪ identify some of the ways in which spoken English varies in different regions and settings ▪ identify some of the changes that have happened in the English language over time 	<ul style="list-style-type: none"> ▪ investigate spoken English from a range of regions and settings and explain how it varies ▪ investigate texts from a range of historical periods to show how the English language has changed and varied over time 	<ul style="list-style-type: none"> ▪ consider how and why spoken English varies in a range of regions and cultural contexts ▪ 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	<ul style="list-style-type: none"> ▪ describe and find examples of how language is used in different contexts ▪ understand and make use of the most common terms used to describe language when referring to their own or others' language use 	<ul style="list-style-type: none"> ▪ explain some of the ways in which language varies according to different contexts ▪ explain how linguistic concepts are related, and use the terminology in ways that help them describe and review language use 	<ul style="list-style-type: none"> ▪ analyse and exemplify the way that forms and varieties of English used by speakers and writers can be influenced by context and purpose ▪ analyse a range of texts or language uses, drawing on terminology related to literary, linguistic and grammatical features