

| KEVICC KS3 Curriculum: | | Subject: English | Key terms and vocabulary. |
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| Year: 7 Term: Autumn 1 | | Topic: Writing to Describe and Narrate | Bold = Tier 3 subject terminology |
| <p>What is the essential knowledge from this unit? What do students need to remember and understand?</p> <p>Students study a range of texts to identify what makes effective descriptive and narrative writing. Students have opportunities to write, edit and improve their own work. By the end of the scheme, students will know the difference between descriptive and narrative writing. Students will understand that there are many ingredients to successful descriptive and narrative writing and all will be able to use adjectives, senses and similes consciously in their writing.</p> <p>The conceit is that students have crash landed on a deserted island and write to describe the island initially and then create a piece of narrative around their survival story.</p> | | | <p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p> <p>Azure, Dazzling Adjective, Superlative Brine/briny, Rhythmic Commas, Sensory Ominous Smouldering Simile, Cavernous Loom, Clause Conjugation Alliterative Personification Adverb, Conjunction Synonym Uninhabited, Lush Connotation Minute Exaggerate Narrative voice Perspective Mighty, Fury Topic sentence Viewpoint, Dialogue Adjectival phrase Stoic (stoicism) Dexterity Convey, Context Grotesque, Vivid Structure, Exposition Climax, Denouement Resolution, Inquisitive Impact. Evocative Implicit, Explicit Flighty Direct speech Reported clause Beached Conspicuous Annotate</p> |
| <p>Culture Capital stories (one per fortnight): Pandora's Box, The Phoenix Rising, The Prodigal Son</p> | | | |
| <p>What prior learning supports understanding of this content?</p> <p>All Literacy work from Year 5 and 6 will lead into this work but there will now be a greater focus on independent writing.</p> | <p>How does this content link to future learning?</p> <p>Students need to be fluent and resilient writers for GCSE. Throughout KS3 we will be practising extended writing using a variety of stimuli. Students need to know how to write to persuade/argue and describe/narrate.</p> | | |
| <p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Throughout. Specific texts: Lord of the Flies (Golding), Perfume (Suskind), Dinosaur (Bradbury), Robinson Crusoe (Defoe), The Lion the Witch and the Wardrobe (Lewis), autobiographical writing from Joe Simpson and Ellen MacArthur.</p> | <p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Throughout. All writing is modelled first with exemplar texts and teacher guidance. Longer assessed writing pieces fall in Week 3 and Week 6.</p> | | |
| <p>Review: <i>How will learning be reviewed?</i> <i>How will feedback be received?</i></p> <p>Baseline piece of short descriptive writing in Week 1. Teacher feedback to aid improvement of writing. Revisited and reedited throughout scheme. Reassessed and fed-back in Week 3 and again in Week 6. Peer and self-assessment throughout.</p> | | | |