

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 8 Term: Autumn 1	Topic: Writing to Describe and Narrate	<b>Bold = Tier 3 subject terminology</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>Students will explore what makes writing funny and use some of the comedic techniques in their own writing to create engaging and entertaining pieces. By the end of the half term, students will have written two short creative pieces with a high degree of fluency and accuracy. Students will have plenty of time to draft and re-draft, explore language, peer assess and collaborate.</p> <p>Although all methods of descriptive and narrative writing will be discussed in the scheme, particular teaching focus will be on sensory language, hyperbole and effective dialogue.</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>Humorous, whimsical Morph, plummet</p>
<p><b>Culture Capital stories (one per fortnight):</b> Pandora's Box, The Phoenix Rising, The Prodigal Son</p>		<p><b>Anecdote, hyperbole Onomatopoeia, Sensory language</b></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>All work from Year 7, especially AU1. Every scheme has a focus on writer's craft and how writing is deliberately written for impact and effect. Every literature text is used for modelling this point and every piece of writing reinforces it.</p>	<p><b>How does this content link to future learning?</b></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><b>Rule of 3 Critical Cliff hanger Narrative voice Ludicrous, bizarre Parody, anaphora Banal, ingenious Pun, homophonic Homographic Deranged, irate Stereotype</b></p>
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Throughout. Specific texts: Wasps, My Mum (Mangan)Thunderbolt Kid (Byrson), Boy (Dahl), Spiders (Brooker), Chocolate Cake (Rosen)</p>	<p><b>Writing:</b> <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 2 and Week 5.</p>	<p>Evoked, Evocative Impact, intrigue</p> <p><b>Hook sentence Fastidious, hapless Perplexed Flashback Chronological, Topic sentences Connectives</b></p>
<p><b>Review:</b> <i>How will learning be reviewed? How will feedback be received?</i></p> <p>Baseline piece of short descriptive writing in Week 2. Teacher feedback to aid improvement of writing. Revisited and reedited throughout scheme. Reassessed and fed-back in Week 5. Peer and self-assessment throughout.</p>		<p>Irrational Sarcasm</p> <p><b>Subordinate clause to convey Empathy Inane Irony, Evaluate Deep-seated Emphatic Complex Ellipsis</b></p>