

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
Year: 9 Term: Autumn 1	Topic: Writing to Narrate and Argue	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 will practice the skills of writing for the correct purpose, focusing on describe/narrate with a dystopian stimulus and then persuade/argue around the question of climate and Artificial Intelligence. The assessments are based on the Language papers (Section B of both).</p> <p>There is lots of opportunity for extended writing and revision and editing of writing.</p> <p>Students will focus on sensory language, adjectives and dialogue in particular, as well as revising rhetorical methods.</p> <p>Alongside the scheme, students will have one lesson a fortnight on Media with a focus on viewpoint and bias.</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>Evoked, impartial</p> <p>Narrative</p> <p>Sensory language</p> <p>Off-kilter</p> <p>Unintelligible</p> <p>Foreboding</p> <p>Dystopian</p> <p>Utopian</p> <p>Profound</p> <p>Vehemently</p> <p>Omnipresent</p> <p>Omniscient</p> <p>Narrative voice</p> <p>Uneasy, anxious</p> <p>Putrid, musty</p> <p>Noun phrase</p> <p>Relative clause</p> <p>Definite/indefinite article, finite verb</p> <p>Sinister, speculate</p> <p>Reported clause</p> <p>Convincing</p> <p>Direct speech</p> <p>Dialogue</p> <p>Vivid, vibrant</p> <p>Toxic, injustice</p> <p>Corrupt</p> <p>Rhetorical methods</p> <p>Figurative language</p> <p>Potent, derisive</p> <p>Counter-argument</p> <p>Trait, plausible</p> <p>Well-informed</p> <p>Potential, stance</p>
<p>What prior learning supports understanding of this content?</p> <p>All work from Year 7 and 8, especially Writing to Describe/Narrate and Viewpoint and Journalism. Every scheme in 7 and 8 had a focus on writer's craft and how writing is deliberately written for impact and effect. Every literature text was used for modelling this point and every piece of writing reinforced it.</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 have been practising extended writing using a variety of stimuli. Students need to know how to write to persuade/argue and describe/narrate. The focus throughout Year 9 is on 'power and conflict'. This will be a good grounding for GCSE Literature.</p>	
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Throughout. Specific texts: The Day of the Triffids (Wyndham), The Tell-Tale Heart (Poe), Do Androids Dream of Electric Sheep (Dick), Examination Day (Slesar), Greta Thunberg Speech.</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 5.</p>	
<p>Review:</p> <p><i>How will learning be reviewed?</i></p> <p><i>How will feedback be received?</i></p> <p>Although the Argue/Persuade piece is in Week 5, there is a further opportunity to write another piece at the end of the scheme. This will allow for purple penning/improvements/taking on-board teacher comments.</p>		