

Curriculum	Emerging (E)	Developing (D)	Gosford Hill Expected Standard (S)	Working Beyond (WB)
Knowledge	<i>Limited knowledge of curriculum taught</i>	<i>Simple knowledge of curriculum taught</i>	<i>Secure knowledge of curriculum taught</i>	<i>Outstanding knowledge of curriculum taught</i>
Reading	- Limited understanding of story/text/task - Limited understanding of language with random, unsupported comments on language - Limited understanding of the time in which the text was written - Limited understanding of simple ideas	- Some comments - Relevant to task and text that shows some knowledge of story/text - Reference to relevant details from the text, often unsupported - Some awareness of the writer making deliberate choices - Possible reference to subject terminology - Simple comment on explicit ideas/contextual factors not linked to the task/text - Offers paraphrase rather than inference	- Clear, explained response to task and text - Effective use of references to support explanation - Clear explanation of writer's methods with use of subject terminology and effect of methods on the reader - Clear understanding of perspectives/contextual factors shown by specific links between context/text/task - Makes some clear inferences	- Critical, exploratory response to task and text - Judicious use of references to support interpretations - Analysis of writer's methods with subject terminology used judiciously - Exploration of effects of writer's methods on the reader - Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task - Makes perceptive inferences
Writing	- Limited sense of audience, purpose and vocabulary - No evidence of structural features - One or two unlinked ideas - No paragraphs - Occasional use of sentence demarcation - Simple range of sentence forms - Accurate basic spelling - Simple use of vocabulary	- Some sustained attempt to match register to audience and purpose - Simple but conscious use of vocabulary and writer's methods - Some use of structural features - Simple variety of linked and relevant ideas - Some use of paragraphs and some use of discourse markers - Sentence demarcation is sometimes accurate and controlled - Attempts a variety of sentence forms - Some accurate spelling of more complex words - Varied use of vocabulary	- Register is clearly matched to audience and purpose; clearly chosen vocabulary and phrasing with range of successful writer's methods - Effective use of structural features; writing uses a range of clear, connected ideas written in coherent paragraphs with integrated discourse markers - Sentence demarcation is mostly secure and mostly accurate; a range of mostly successful punctuation is used; some use of sentence forms for effect; generally accurate spelling including complex and irregular words.	- Register is convincing and compelling for audience; assuredly matched for purpose; extensive and ambitious vocabulary with sustained crafting of writers methods - Varied and inventive use of structural features; fluently linked paragraphs with seamlessly integrated discourse markers - Sentence demarcation is consistently secure and accurate; uses a full range of appropriate sentence forms for effect; high level of accuracy in spelling including ambitious vocabulary

	Year 7		Year 8		Year 9	
Term 1 (Autumn Term 1)	<u>Reading: A Christmas Carol by Charles Dickens</u> Genre: Gothic, morality tale Context: Victorian England, including: social class divide, poverty and the new poor law, workhouses and child labour, workhouses and child labour, prisons, religion, the industrial revolution, Dickens' views on society Writer's methods: - Genre conventions: gothic, morality tale - Form: novella, tradition of oral story-telling - Narrative perspective - Characterisation: the transformation of Scrooge, Gothic characters - Setting and atmosphere - Symbolism Analytical writing: - Close reading of texts - Annotation of texts - Language analysis - Paragraph writing - Use of discourse markers	<u>Vocabulary:</u> Altruistic Apparition Benevolent Bestow Bleak Compassionate Dismal Impertinent Morality Morose Ominous Optimistic Pleasant Portentous Prosperous Selfless Solemn Solitary Stubborn Transformation	<u>Reading: Of Mice and Men by John Steinbeck</u> Genre: Realism Context: 1930s America, including: The Dust Bowl, the American Dream, treatment of women, attitudes towards black people, Steinbeck's views on society Writer's methods: - Genre conventions: depicts everyday life, highlights social issues, detailed descriptions on scenery, use of everyday language - Form: novella - Narrative perspective - Characterisation - Setting and atmosphere - Symbolism - Cyclical structure Analytical writing: - Close reading of texts - Annotation of texts - Language analysis - Paragraph writing - Use of discourse markers	<u>Vocabulary:</u> Altruism Association Cyclical Desolate Dismal Foreboding Hierarchy Ideal Illusion Isolation Mantra Pastoral Prejudice Prosperous Segregated Solitary Vivid Vibrant Vulnerable Segregated	<u>Reading: Animal Farm by George Orwell</u> Genre: Dystopia Context: The Russian Revolution, including: Orwell's political views: <i>Shooting an Elephant</i>, The Russian Revolution, Propaganda and the power of language Writer's methods: - Allegory - Anthropomorphism - Cyclical structure - Direct address - Morality - Propaganda - Rhetoric - Symbolism - Turning point Analytical writing: - Close reading of texts - Annotation of texts - Language analysis - Paragraph writing - Use of discourse markers	<u>Vocabulary:</u> Archetype Bourgeoisie Capitalism Communism Corruption Deception Despair Injustice Dystopia Exploit Hypocrisy Utopia Manipulate Liberty Moral Proletariat Propaganda Rebellion Totalitarianism Tyranny
Term 2 (Autumn Term 2)						
Term 3 (Spring Term 1)	<u>Writing: Gothic Writing</u> We will teach students how to write in the style of the Gothic genre. Literary Texts: <i>The Castle of Otranto</i> <i>Dracula</i> <i>The Tell-Tale Heart</i> <i>The Sign of the Four</i> <i>The Picture of Dorian Gray</i> <i>Wuthering Heights</i> Creative Writing: crafting language and using the following writer's methods for effect: - Dependent clauses - Narrative structure - Setting - Pathetic Fallacy - Show Don't Tell - Characterisation - Golden Sentences - Structure		<u>Writing: Realism Writing</u> We will teach students how to write in the style of the social realism genre. Literary Texts: <i>Dubliners</i> – James Joyce <i>The Great Gatsby</i> – F. Scott Fitzgerald <i>The Kite Runner</i> – Khaled Hosseini <i>Things Fall Apart</i> – Chinua Achebe <i>Grapes of Wrath</i> – John Steinbeck <i>The Adventures of Huckleberry Finn</i> – Mark Twain <i>Private Peaceful</i> – Michael Morpurgo Creative Writing: crafting language and using the following writer's methods for effect: - Genre conventions of Realism - Creating interesting sentences - Expanded noun phrases - Personification - Metaphors - Similes - Semantic fields		<u>Writing: Rhetoric</u> We will teach students how to use rhetoric to write a persuasive speech. Context / non-fiction links: - History of rhetoric - Old Major's speech - Emmeline Pankurst and the Suffragettes - Malala Yousafzai Creative Writing: crafting language and using the following writer's methods for effect: - Ethos/logos/pathos - Anaphora - Anecdote - Antithesis - Dialysis - Direct address - Imperative verbs - Tricolon	

			• Show Don't Tell • Golden sentences • Structure: flashbacks • Structure: cyclical			
Term 4 (Spring Term 2)	Reading: <i>The Tempest</i> by William Shakespeare Genre: Comedy Context: Who is William Shakespeare? Women in Shakespearean England, Creole and the power of language, love in Shakespearean England, colonisation in Shakespeare's time Writer's methods: • Genre conventions • Dialect • Dialogue • Soliloquy • Stagecraft • Stage directions • Characterisation Analytical writing: • Close reading of texts • Annotation of texts • Language analysis • Paragraph writing • Use of discourse markers	Vocabulary: Tempest Authority Betray Control Inferior Resentful Naïve Hierarchy Patriarchy Power Conflict Dehumanised Isolated Liberated Love Oppress Primitive Slave Colonialism Romance	Reading: <i>Romeo and Juliet</i> by William Shakespeare Genre: Tragedy Context: Elizabethan England, including: honour, courtly love, patriarchal society, religion Writer's methods: • Conventions of tragedy: tragic hero, hamartia, turning point, catharsis • Theme: love, fate • Characterisation: tracking the downfall of Romeo • Dialogue • Stagecraft • Structure Analytical writing: • Close reading of texts • Annotation of texts • Language analysis • Paragraph writing • Use of discourse markers	Vocabulary: Affectionate Banishment Catharsis Compelling Condemned Disobedience Feud Fickle Impulsive Inevitable Irrational Masculinity Melancholy Naive Patriarchy Passionate Persistent Plague Transformative Ultimatum	Reading: <i>Macbeth</i> by William Shakespeare Genre: Tragedy Context: Jacobean England, including: a history of witchcraft, the Divine Right of Kings, the Gunpowder Plot, the Great Chain of Being Writer's methods: • Tragic hero • Hamartia • Peripeteia • Nemesis • Anagnorisis • Catharsis • Symbolism / motifs Analytical writing: • Close reading of texts • Annotation of texts • Language analysis • Paragraph writing • Use of discourse markers	Vocabulary: Apprehensive Assertive Emasculating Flawed Hubristic Liminal Machiavellian Manipulative Ominous Psychological Remorseful Suspicious Transgressive Treacherous Valiant Ambition Power Prophecy & fate Regicide Supernatural
Term 5 (Summer Term 1)						
Term 6 (Summer Term 2)	Writing: <i>Voices and Perspectives Poetry</i> Genre: poetry Context: literature taken from a variety of contexts, showing various voices and perspectives Literary texts: • <i>I Come From</i> by Robert Seatter • <i>Half-Caste</i> by John Agard • <i>Refugee</i> by Brian Bilston • <i>Still I Rise</i> by Maya Angelou • <i>A View of Things</i> by Edward Morgan • <i>Once Upon a Time</i> by Gabriel Okara • <i>Praise Song For My Mother</i> by Grace Nichols • <i>The Night of the Scorpion</i> by Nissim Ezekiel • <i>A Mother in a Refugee Camp</i> by Chinua Achebe • <i>The Hill We Climb</i> by Amanda Gorman Writer's methods and creative writing: • Rhyme • Imagery • Repetition • Ellipsis • Narrative Perspective • Cyclical Structure • Enjambment • Anaphora • Turning Point		Writing: <i>Perspectives on Young People</i> Genre: non-fiction, articles Context: non-fiction articles written about young people, exploration of the difference between tabloids and broadsheets Literary texts: • <i>Blame My Teenage Brain</i> – Nicola Morgan Writer's methods: • Alliteration • Anecdote • Direct address • Emotive language • Hyperbole • Imperative verb • Modal verbs • Pun • Repetition • Rhetorical question • Tricolon		Writing: <i>Poetry from the Romantic Era</i> Genre: Romanticism/poetry Context: Romantic period Literary Texts: • William Wordsworth- Extract from the Prelude • Charlotte Smith - To a Nightingale • John Keats - To Autumn • William Blake - The Chimney Sweeper • Percy Bysshe Shelley - The Mask of Anarchy Writer's methods: • Epic poetry • Metaphor • Personification • Simile • Sonnet • Symbolism • Volta	

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