



Curriculum Overview for English KS3 Traded – Year 7 to 9						
	Unit 1 (year 7 curriculum)	Unit 2 (year 7 curriculum)	Unit 3 (year 7 curriculum)	Unit 4 (year 8 curriculum)	Unit 5 (year 8 curriculum)	Unit 6 (year 9 cusp curriculum)
Subject Content	Friend or foe: An exploration of non narrative	The changing face of communication	What does it mean to be human?	The supernatural representation of women in literature	Is conflict ever useful?	Film and its relationship with literature (year 9)
Core knowledge	<ul style="list-style-type: none"> the conventions of a non-narrative text the structure of a summary the principles of a structured discussion discuss the reliability of non-narrative texts identify key information use formal conventions convey information concisely and precisely 	<ul style="list-style-type: none"> The grammatical structures and language used in simple argument texts. Retrieve key details from a text Construct basic inferences Participate in structured discussion Structure a simple argument The grammatical structures and language used in a formal letter. the structure of a 	<ul style="list-style-type: none"> the qualities needed for a confident presentation the meanings of the terms rhyme, rhythm and metre that authors use metaphors, similes and personification to impact the reader prepare and deliver a short presentation explore the form and structure of a poem 	<ul style="list-style-type: none"> the principles of a structured discussion how the positioning of commas and hyphens affects meaning the structure and language conventions of a diary entry participate in a structured discussion use commas and hyphens to clarify meaning and avoid ambiguity 	<ul style="list-style-type: none"> the principles of a structured discussion the grammatical and punctuation conventions of a biography participate in a structured discussion plan and write a short biography text the conventions of a recount the meaning of the terms simile, metaphor, idiom and hyperbole how to use punctuation for 	<ul style="list-style-type: none"> the principles of a structured discussion that bullet points can be used to organise notes a range of persuasive techniques generate ideas to support a personal response to a discussion question take effective notes plan, deliver and evaluate a persuasive presentation

	<ul style="list-style-type: none"> • how conventions are suited to the audience and purpose of the text • the structure of a balanced argument • use evidence in text to support a statement • identify the audience and purpose of a balance argument • identify the language and grammatical features of a balanced argument • a summary is a brief account of the main ideas or key information • qualities needed for a confident presentation • structure and write a clear and enticing introduction 	<p>formal letter of application.</p> <ul style="list-style-type: none"> • Identify examples of key conventions of a formal letter of application. • Select and use formal language precisely. • How language can be used to create formality or informality • Prepare and write a short presentation • Summarise key points from what they have read • prove or disprove statements using evidence • That punctuation can be used deliberately for effect. • Conventions of an informal letter. • 	<ul style="list-style-type: none"> • identify examples of figurative language and explain their effect on the reader • plan a poem on a theme, using a range of poetic techniques • the difference between poetry and prose • the difference between explicit and implicit information • write a poem on a theme • convert poetry into prose • identify explicit and implicit information in 	<ul style="list-style-type: none"> • write an informal diary entry • the meaning of the terms personification, foreshadowing, symbolism and juxtaposition • the structure and language conventions of a setting description • analyse how figurative language is used to present meaning • use symbolism as a device for foreshadowing later events • use personification and juxtaposition for effect • plan and write a setting description • edit for meaning and impact 	<p>parenthesis • the difference between formal and informal language • use supporting evidence to prove or disprove a statement</p> <ul style="list-style-type: none"> • use a range of figurative language devices for effect • use colons and semicolons to explain and compare • adapt their writing to reflect the intended audience and purpose • know the conventions of an informal recount • know the conventions of a formal recount 	<ul style="list-style-type: none"> • plan and write an argument text • the difference between quoting and paraphrasing • that authors use a range of literary devices to develop setting • the meaning of the terms mood, atmosphere and tone • use evidence from the text to support their reasoning • use a range of literary devices to write a setting description • edit secretorially as well as for meaning and impact • the meaning of the terms personification, onomatopoeia, extended
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	<ul style="list-style-type: none"> • edit writing for impact • prove or disprove statements using evidence • different ways writers present their point of view • how to structure a counter argument • plan their writing using the structure as a frame plan from notes on • evaluate the trustworthiness of articles • recognise a range of clause structures • how to vary formality in quotations • rank statements form a text • explore how writers choose language for effect 	<p>Plan, draft and edit an informal letter.</p> <ul style="list-style-type: none"> • Use punctuation accurately. • A range of sentence structures and how they can be punctuated. • Language which can be used to represent a viewpoint. • Explore how writers choose language to convey their viewpoint. • Rank key details from a text according to their importance • Formal language conventions for exposition. • The structure of a short discursive essay. • Build a personal response to a discussion question. 	<p>character descriptions</p> <ul style="list-style-type: none"> • explain how an author creates a character with a flaw • the structure and language conventions of a character description • that characters often have a flaw • identify how language choices impact the reader • plan and write their own description of a character with a flaw • edit writing for sense and impact • the principles of a structured 	<ul style="list-style-type: none"> • the meaning of the terms humour, irony and sarcasm • the purpose, audience and context of a text • the meaning of the terms simile, metaphor and pathetic fallacy • use and select a range of devices to make an argument come alive • use literary techniques to develop character • manipulate language for different effects • plan and write their own character description • that different sentence structures can be used for effect • the differences 	<ul style="list-style-type: none"> • plan, write and edit an informal recount • plan, write and edit a formal recount • edit their own writing for meaning and impact • language choices reveal authorial intent • the meaning of the terms metaphor, alliteration, imagery, simile, personification and analogy • vary sentence structure for effect • use shifts in formality for effect • prepare and deliver a short presentation • plan, write and edit an opinion piece 	<p>metaphor and alliteration</p> <ul style="list-style-type: none"> • how different sentence structures can impact the reader • the different purposes of commas, dashes, colons and semicolons • identify how explicit and implicit information is used to impact the reader • select language for effect • plan and write their own character description • vary sentence type and structure for subtleties of meaning • use commas, dashes, colons and
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	<ul style="list-style-type: none"> • know the structure of an essay • how to develop and clarify points • draw comparisons between texts • identify and use the language of formal exposition • orally rehearse a text using planning note 	<ul style="list-style-type: none"> • Use formal language precisely to convey their viewpoint. 	<p>discussion</p> <ul style="list-style-type: none"> • the meaning of the term mood • that authors use different sentence structures to impact the reader • participate in a structured discussion • prove or disprove statements using evidence • use language to shift the mood of a narrative • use a range of sentence structures for effect • how to punctuate dialogue • the structure and language 	<p>between the language of dialogue and description</p> <ul style="list-style-type: none"> • that dialogue can be used to advance the action • vocabulary choices affect the reader's perception of a character • use colons and semicolons to punctuate lists • use shifts in formality • write an action section that balances dialogue and description • use the passive voice • the difference between quoting and paraphrasing • the principles of a structured discussion 	<ul style="list-style-type: none"> • how to structure a paragraph to state and develop opinions in writing • the structure, grammatical and language conventions of a discussion essay • rank arguments in order of their strength • use embedded quotations to support an argument • the principles of a structured discussion • the structure, grammatical and language conventions of a discussion essay • generate ideas to support a personal response to a discussion question 	<p>semicolons accurately</p> <ul style="list-style-type: none"> • that language can be used to create a sense of formality or informality • the structure and language conventions of a character description • use formal and informal language in a presentation to engage and convince the audience • plan, write and edit a character description • evaluate the effectiveness of others' writing, suggesting edits to improve the impact on the reader.
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			<p>conventions of a character-flaw narrative</p> <ul style="list-style-type: none"> • use correctly punctuated and well-balanced dialogue for effect • summarise events • plan a character flaw narrative • describe a setting and a character with a flaw 	<ul style="list-style-type: none"> • the structure of a story with a twist • use evidence to prove or disprove a statement • give a personal response to a discussion question • plan a story with a twist • write the opening sections of a story: the hook and setting and character descriptions • how to proofread for spelling and punctuation errors • how to edit for meaning, for impact and secretorially • write the build-up, action and resolution of a story with a twist • edit and improve their own writing 	<ul style="list-style-type: none"> • plan, write and edit a discussion essay • evaluate their writing against the text structure and language conventions 	<ul style="list-style-type: none"> • the meaning of the terms onomatopoeia, personification, pathetic fallacy, alliteration, hyperbole and metaphor • how to punctuate speech accurately • authors make choices based on the text's intended context, audience and purpose • some linguistic tools used to persuade • support points in a discussion with concise and well-chosen quotes • use figurative language to create and sustain atmosphere • control pace to affect tension
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				<ul style="list-style-type: none"> • evaluate and present their own narratives 		<ul style="list-style-type: none"> • use dialogue to advance the action • deliver persuasive presentations and analyse the linguistic tools of others • how to proofread for spelling and punctuation errors • how to edit for meaning, for impact and secretarially • plan, write and edit a plot development narrative that includes dialogue • edit and improve their own writing • evaluate and present their own plot development narratives
Key Skills						

