

By the end of KS3, pupils will know: <ul style="list-style-type: none"> • How fictional writing and descriptions of weather often allude to Greek Mythology • The conventions of written genre: gothic; speech writing; journalistic think pieces • Language features - similes, metaphors, onomatopoeia, alliteration, personification, anaphora, vague language, repetition, triplets, opinions as facts – and how to select them for appropriate genres and audiences • The Aristotelian triad and how to incorporate pathos, ethos and logos for appropriate genres and audiences • Cohesive features – connectives, cyclical structures, repetition and anaphora, extended metaphor – and how to select them for appropriate genres and audiences • Satire and humour to create tone in persuasive writing 					
	Foundational: Punctuation; Vocabulary; Grammar; Language devices: Acquire	Crafting and Tone: Apply	Cohesion: Apply	Inspiration: Acquire and Apply	Personal Development: Relationships (emotional, social and cultural development): Acquire
Year 9 Greater Depth	Can evaluate how vocabulary choices can create specific effects and can implement highly ambitious vocabulary choices for own writing. Can use a variety of sentence forms, clauses, tenses and homophones consistently accurately. Can identify anaphora, imperative verbs, direct address, similes, metaphors, extended metaphors, alliteration and triplets accurately and evaluate their effects in creating a response in the reader. Can use a full range of punctuation consistently accurately.	Can manipulate vocabulary, punctuation, sentence structure and persuasive features to skilfully convey complex ideas. Can apply genre conventions of think-piece journalism to incorporate a satirical tone.	Can use a range of cohesive devices, including an extended metaphor, to develop mature, convincing ideas and examples.	Can use writing WAGOLs, draw upon reading and real-world examples but can deviate from these to develop own style of genre conventions.	Can confidently evaluate a range of examples of representation of sexism and gender, race and LGBTQ+ in Disney and the wider media. Can compare older representation to modern conscious changes and justify why the media's representation of groups and society is crucial in its influence in acceptance. Can confidently evaluate and critique the role that politics and the law play in demonstrating that discrimination and injustice will not be tolerated and educating our public on acceptance. Can utilise this to communicate complex ideas of the need for inclusivity and representation of all groups in the media through the medium of journalistic writing.
Year 9 Expected Year 8 Greater Depth	Can articulate how vocabulary choices create specific effects and can select a variety of highly ambitious vocabulary choices for own writing. Can use a variety of sentence forms and clauses consistently accurately. Can select correct tenses and homophones consistently accurately. Can identify anaphora, imperative verbs, direct address, similes, metaphors and alliteration accurately and evaluate their effects. Can use a full range of punctuation consistently accurately, with prompts.	Can make deliberate and powerful choices with vocabulary, punctuation, sentence structures and language devices to develop pathos, ethos and logos, creating a personal voice in persuasive writing. Can apply genre conventions (Yr 9 'think-piece' journalism; 8 speech) to create mood and tone.	Can use a range of cohesive devices, including an extended metaphor, to develop more complex ideas and examples.	Can use writing WAGOLs, draw upon their reading and use more independently selected real-world examples to develop use of genre conventions.	Can evaluate the representation of sexism and gender, race and LGBTQ+ in Disney and the wider media. Can justify why Disney and media outlets are making conscious changes to recent representation of characters and plot and can justify the influence the media has on societal views of gender, race and marginalised groups in society. Can evaluate the role that politics and the law play in society's challenge of discrimination, prejudice, bias and marginalisation. Can utilise this to communicate ideas of the need for inclusivity and representation of all groups in the media through the medium of journalistic writing.
Year 8 Expected Year 7 Greater Depth	Can understand the role of vocabulary choices in creating effects and can select a variety of ambitious vocabulary voices. Can use a variety of sentence forms accurately. Can select correct tenses and homophones. Can identify similes, metaphors, personification and alliteration accurately and justify their effects. Can use a full range of punctuation accurately, with full support.	Can make specific and purposeful choices with vocabulary, punctuation, sentence structure and language devices. Yr 8 – to include pathos, ethos and logos in persuasive writing. Yr 7 – create more complex and advanced imagery in descriptive writing. Can apply genre conventions (Yr 8 speech; Yr 7 Greek myth allusions) to create mood and tone.	Can use connectives, conjunctions, adverbials and repeated imagery to connect paragraphs and ideas together.	Can use writing WAGOLs, draw upon reading and use real-world examples to develop use of genre conventions.	Can explore historical and modern examples of sexism and misogyny that are outlined in speeches from powerful female figures. Can explore modern day examples of deep-rooted sexism and articulate why views of individuals (AT) are problematic. Can explore examples of racism that are outlined in protest speeches. Can articulate the role that politics and the law play in society's challenge of discrimination. Can use this knowledge and reading curriculum knowledge to communicate ideas around why sexism, misogyny and racism are issues in society that need addressing.
Year 7 Expected	Can understand the importance of vocabulary choices in creating effects. Can select ambitious vocabulary choices. Can use simple, compound and complex sentences accurately. Can use correct tenses and homophones. Can identify similes, metaphors, personification and alliteration accurately and understand their effects. Can use some more advanced punctuation, with full support.	Can make specific choices with vocabulary, punctuation, sentence structure and figurative language to create imagery in descriptive writing. Can apply genre conventions to create mood and tone.	Can use connectives, conjunctions and adverbials to link ideas together for cohesion.	Can use writing WAGOLs and draw upon reading to include gothic conventions and allude to Greek Mythology.	Can consider how descriptions of Greek Gods are often gendered and understand the problems with this.