

ENGLISH KS3

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 Reading is a process of decoding and understanding information and ideas in written or printed form.

TC2 All texts/characters are crafted constructs

TC3 Texts are products of their time and culture whose meanings may be influenced by contemporary attitudes.

TC4 All ideas require appropriate supporting evidence in reading, writing and spoken contexts.

TC5 All language and structural choices have impact and can be analysed for meaning.

TC6 Control of grammar, structure and vocabulary leads to clear communication in written and spoken contexts.

TC7 Information can be accessed independently from a range of sources to support a student's understanding and learning.

It is the intention of the English curriculum to provide opportunities to create and empower confident and critical 21st Century learners who can communicate fluently in order to function as citizens in a diverse, ever changing and interconnected world. Through exposure to a wide range of writers, texts and genres we aim to develop students' love of language and literature whilst enriching their moral, emotional, cultural and academic literacy.

SUPPORT AT HOME

Support your child by:

- Exploring websites such as BBC Bitesize KS3 English
- Supporting with homework
- Regularly listen to your child read from books recommended by Accelerated Reader.
- Books should be a range of fiction and non-fiction from different eras

ENRICHMENT

Enrichment opportunities:

- Trips linked to themes
- Guest speakers
- After school clubs

PERSONAL DEVELOPMENT

It is the intention of the English department to provide great opportunities for students to express themselves while giving an opportunity to experience literature from a diverse range of cultures and voices. Through English, students will discuss and debate moral issues and situations to understand the human condition in more detail. Students will develop emotional literacy to strengthen their ability to connect and relate literature to the real world. Themes of morality, justice, culture, power and identity run throughout the curriculum and provide foundations for study at Key Stage 4.

CURRICULUM LINKS

Our curriculum has links to:

- History
- Classics
- PSHE

CAREERS

In Year 9, our students are given the opportunity to learn about the 'World of Work' and will examine a variety of career paths and reflect upon the careers which they aspire to have.

WHAT

Students explore the core text 'Medusa' by Jessie Burton, alongside a range of other myths and legends from across time. Students will:

- ⇒ explore the origins of myths and legends
- ⇒ learn how to read and interrogate a text by retrieving relevant textual details and exploring how writers use language to create meaning
- ⇒ utilise a range of sentence structures and language techniques to make their writing engaging
- ⇒ discuss their ideas and opinions and provide evidence to justify these

WHY

Students will be equipped to read, interpret and discuss key themes and characters from a challenging novel. Throughout this scheme of work, our students are encouraged to empathise with characters' experiences and dilemmas whilst also confidently expressing their own ideas and opinions. Additionally, students will develop an appreciation of Myths and Legends and their role in literary history and build a strong foundation upon which other genres and forms can be explored.

HOW

ASSESSMENT

How students will be assessed:

GL baseline assessments;
creative writing;
speaking and listening; end of topic assessments

Students will also be assessed through:

whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessment; self-marking homework quizzes

VOCABULARY

Revenge
Disfigured
Isolation
Hero
Antagonist
Narrator
Interference
Flashback
Symbolism
Transformed
Myth

READING SKILLS

Reading aloud.
Reading fluency
Reading for meaning
Skimming/ Scanning
Analysis and Evaluation
Prediction through key words and images
Comparison
Inference to read between the lines of the text.

WHAT

Students read and explore the genre, with a range of extracts from across time. Students will:

- ⇒ explore the genres of crime and detective fiction
- ⇒ explore how writers create character and setting
- ⇒ develop an understanding of how structure can be used to build tension
- ⇒ produce non-fiction writing using the conventions of report writing
- ⇒ explore historical, social and cultural context of the texts and the genre and how it changes over time

WHY

Students are to read 'The Speckled Band' alongside some non-fiction texts in order to develop a working understanding of the roots of detective fiction. This scheme of work is designed to develop students' confidence in language analysis and creative writing through emulating the style of texts studied and producing pieces inspired by key texts.

HOW

ASSESSMENT

How students will be assessed:
GL baseline assessments; creative writing; speaking and listening; end of topic assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessment; self-marking homework quizzes

VOCABULARY

Red-herring
Perpetrator
Alibi
Enigmatic
Deduction
Foreshadowing
Denouement
Tenacious
Sociopath
Culprit

READING SKILLS

Reading aloud.
Reading fluency
Reading for meaning
Skimming/ Scanning
Analysis and Evaluation
Prediction through key words and images
Comparison
Inference to read between the lines of the text.

HALF TERM 2: THE ART OF THE RHETORIC

WHAT

Students read, analyse and explore a range of fiction and non fiction extracts. Students will:

- ▷ establish an understanding of rhetoric as a toolkit for manipulating readers or listeners
- ▷ explore how arguments are arranged and how to make them effective
- ▷ explore a range of different themes and contexts
- ▷ memorise short speeches and perform them, developing their oracy skills
- ▷ use a range of different sentence types
- ▷ identify rhetorical devices in speeches and comment on the impact of these on the audience

WHY

Students will study a range of texts which are linked to the Year 7 PSHE curriculum and develop their ability to state their viewpoint on a range of topics confidently. This scheme of work is designed to develop our students' awareness of social issues and encourage them to reflect upon the world around them.

HOW

ASSESSMENT

How students will be assessed:
GL baseline assessments; creative writing; speaking and listening; end of topic assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessment; self-marking homework quizzes

VOCABULARY

Ethos
Pathos
Logos
Genre
Audience
Purpose

READING SKILLS

Reading aloud.
Reading fluency
Reading for meaning
Skimming/ Scanning
Analysis and Evaluation
Prediction through key words and images
Comparison
Inference to read between the lines of the text.

WHAT

Students read, analyse and enjoy the play by Shakespeare. Students will:

- ⇒ explore the social, cultural and historical contexts of the play, focusing on how stagecraft has changed over time and the impact this has on a play's reception.
- ⇒ explore how Shakespeare creates and develops his characters.
- ⇒ explore and appreciate Shakespeare's language, developing oracy skills through reading aloud, intonation and expression.
- ⇒ locate evidence within a text, and use evidence to express and justify opinions.
- ⇒ analyse critically using a range of academic vocabulary.
- ⇒ explore the relevancy and connection of Shakespeare to the modern world, engaging in debates raised by the moral questions of the play.
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- ⇒ explore the relevancy and connection of Shakespeare to the modern world, engaging in debates raised by the moral questions of the play.

WHY

Students will study the Shakespeare play, *A Midsummer Night's Dream*, exploring the characters, themes and plot of the story. They will explore the play as a comedy, exploring ideas about Shakespearean comedy and identifying features of form and structure. They will build their ability to read and understand Shakespearean language, analysing his methods to demonstrate an understanding of how he creates meaning. Students will build a knowledge of contextual implications that impact on the play and the audience's reaction.

HOW

ASSESSMENT

How students will be assessed: GL

baseline assessments; creative writing; speaking and listening; end of topic assessments

Students will also be assessed through:

whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessment; self-marking homework quizzes

VOCABULARY

Patriarchy
Elopement
Ephemeral
Prose
Soliloquy
Dialogue
Iambic Pentameter
Characterisation
Hierarchy
Foreshadowing

READING SKILLS

Reading aloud.
Reading fluency
Reading for meaning
Skimming/ Scanning
Analysis and Evaluation
Prediction through key words and images
Comparison
Inference to read between the lines of the text.

WHAT

Students read, analyse and explore a range of classical Gothic literature, alongside an exploration of the novel 'Tales of Terror from the Black Ship' by Chris Priestley. Students will:

- ⇒ use tenor, vehicle and ground to analyse a range of metaphors
- ⇒ use excellent epithets to evaluate and analyse Gothic characters and conventions
- ⇒ use relevant textual detail to inform inference made about the texts
- ⇒ explore the context and historical influences on Gothic Literature
- ⇒ begin to evaluate the writer's creation of characters and their state of mind
- ⇒ develop use of conceptual metaphors to craft own detailed description
- ⇒ summarise the events of a text

WHY

This scheme of work has been designed to introduce students to a range of heritage writers from across time linked to the gothic genre. Students will understand conventions of this popular genre and apply this knowledge and skills to their own writing. This scheme is aimed at developing students' comprehension and inference skills, as well as how to approach language analysis. Students will explore a range of both fiction and non-fiction texts from a range of genres. In writing they will begin to look at how to craft both descriptive writing and narrative writing with a focus on technical ability and clarity of communication.

HOW

ASSESSMENT

How students will be assessed:

GL assessments;
creative writing;
speaking and listening; writing assessments; end of topic assessments; reading assessments

Students will also be assessed through:

whole class feedback; live marking; quizzes; spelling tests for key words; self-marking homework quizzes

VOCABULARY

Protagonist

Solitude

Flashback

Metaphor

Gothic

Empathy

Characterisation

Convention

Psychological

Foreshadowing

READING SKILLS

Reading aloud.
Reading fluency
Reading for meaning
Skimming/ Scanning
Analysis and Evaluation
Prediction through key words and images
Comparison
Inference to read between the lines of the text.

WHAT

Students read, analyse and enjoy prose, poetry and non-fiction on the topic of war, alongside the study of the play 'Journey's End' by R.C.Sheriff. Students will:

- ⇒ explore 'Journey's End' as a modern play, looking at form, language and structure
- ⇒ explore how characters are used as vehicles and the different processes used by writers to create characters
- ⇒ the impact of context, in particular that of war, on writing
- ⇒ discuss thematic links between texts
- ⇒ use a range of creative sentence types in descriptive writing
- ⇒ develop their own use of metaphors in descriptive writing
- ⇒ read and understand a range of fiction and non-fiction texts on the theme of war/conflict

WHY

In this scheme of work, students are introduced to writing inspired by WW1 which marked a breach in English literature and is the start of Modernism. The focus is on RC Sherriff's 1928 play, Journey's End, as well as a range of poetry and prose written during or set in WW1. Students will explore ideas around war and conflict, heroism and how different societal factors impacted on experiences of war. Ideas in this scheme of work link thematically to An Inspector Calls in KS4, as well as the power and conflict poetry anthology which students will study in KS4.

HOW

ASSESSMENT

How students will be assessed:

GL assessments;
creative writing;
speaking and listening; writing assessments; end of topic assessments; reading assessments

Students will also be assessed through:

whole class feedback; live marking; quizzes; spelling tests for key words; self-marking homework quizzes

VOCABULARY

Patriotism
Trauma
Dramatic Irony
Propaganda
Setting
Dialogue
Cowardice
Symbolism
Hierarchy
Structure

READING SKILLS

Reading aloud.
Reading fluency
Reading for meaning
Skimming/ Scanning
Analysis and Evaluation
Prediction through key words and images
Comparison
Inference to read between the lines of the text.

THRESHOLD CONCEPTS: TC1, TC2, TC3, TC4, TC5, TC6, TC7

WHAT

Students analyse and explore a range of poetry, prose and non-fiction extracts. Students will:

- ⇒ explore a range of different writing styles and authors that express different ideas about identity and how identity is formed
- ⇒ explore how writers create meaning
- ⇒ explore how writers use language and structure to influence the reader
- ⇒ read and discuss fiction and non-fiction from a range of different voices
- ⇒ produce their own texts using appropriate form and structure
- ⇒ explore historical, social and cultural context of the texts and the genre and how it changes over time

WHY

In this scheme of work, students will encounter texts from a range of genres and forms which focus on **identity**. Within this scheme of work, students will be encouraged to explore their own identity and reflect upon who they are. Students will also emulate a range of non-fiction texts in preparation for the KS4 English Language assessments.

HOW

ASSESSMENT

How students will be assessed: GL assessments; creative writing; speaking and listening; writing assessments; end of topic assessments; reading assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; self-marking homework quizzes

VOCABULARY

- Identity
- Society
- Belonging
- Context
- Romanticism

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.

HALF TERM 2: THE ART OF THE RHETORIC

THRESHOLD CONCEPTS: TC1, TC2, TC3, TC4, TC5, TC6, TC7

WHAT

Students read, analyse and explore a range of non-fiction extracts. Students will:

- ⇒ develop understanding of rhetoric as a toolkit for manipulating readers or listeners
- ⇒ explore how arguments are arranged and how to make them effective
- ⇒ explore a range of different themes and contexts
- ⇒ use rhetorical devices to improve arguments
- ⇒ memorise short speeches and perform them, developing their oracy skills
- ⇒ use a range of different sentence types
- ⇒ explore how Shakespeare uses rhetorical devices in his plays

WHY

Students will study a range of texts which are linked to the Year 8 PSHE curriculum and develop their ability to state their viewpoint on a range of topics confidently whilst also being able to acknowledge other people's viewpoints. This scheme of work is designed to develop our students' awareness of social issues and encourage them to reflect upon the world around them.

HOW

ASSESSMENT

How students will be assessed: GL assessments; creative writing; speaking and listening; writing assessments; end of topic assessments; reading assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; self-marking homework quizzes

VOCABULARY

- Ethos
- Pathos
- Logos
- Genre
- Audience
- Purpose

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.

WHAT

WHY

HOW

Students read, analyse and enjoy the play by Shakespeare. Students will:

- => explore the social, cultural and historical contexts of the play, focusing on how stagecraft has changed over time and the impact this has on a play's reception. => explore how Shakespeare creates and develops his characters. => explore and appreciate Shakespeare's language, developing oracy skills through reading aloud, intonation and expression. => locate evidence within a text, and use evidence to express and justify opinions. => analyse critically using a range of academic vocabulary. => explore the relevancy and connection of Shakespeare to the modern world, engaging in debates raised by the moral questions of the play.

in this scheme of work, students will explore the Shakespeare play 'Romeo and Juliet'. Students should have a sound understanding of the play, having watched it in performance and studied extracts taken from the original source text. Students will explore Shakespearean language, developing understanding of the writer's craft through analysis of form, language and structure, using a range of reading skills to decode meaning and develop informed personal opinions. Students will also explore contextual factors around the text to build an appreciation of how social, political, historical and cultural factors impact a writer's meaning and message.

ASSESSMENT

How students will be assessed: GL

assessments; end of topic assessments; writing assessments; speaking and listening; reading assessments

Students will also be assessed through:

whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessments; self-marking homework quizzes

VOCABULARY

- Tragedy
- Soliloquy
- Prose
- Iambic Pentameter
- Conflict
- Fate
- Downfall
- Peripeteia
- Identity
- Allegiance

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.

WHAT

Students read, analyse and explore a range of non-fiction extracts. Students will:

- ⇒ explore rhetoric as a toolkit for manipulating readers or listeners
- ⇒ explore how arguments are arranged and how to make them effective
- ⇒ explore a range of different themes and contexts
- ⇒ use rhetorical devices to improve arguments
- ⇒ memorise short speeches and perform them, developing their oracy skills
- ⇒ use a range of different sentence types
- ⇒ identify rhetorical devices in speeches and comment on the impact of these on the audience

WHY

Students will study a range of texts which are linked to the Year 9 PSHE curriculum and develop their ability to state their viewpoint on a range of topics confidently whilst also being able to challenge other people's viewpoints. This scheme of work is designed to develop our students' awareness of social issues and encourage them to reflect upon the world around them.

HOW

ASSESSMENT

How students will be assessed:
GL assessments; end of topic assessments; writing assessments; speaking and listening; reading assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessments; self-marking homework quizzes

VOCABULARY

- Ethos
- Pathos
- Logos
- Genre
- Audience
- Purpose

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.

HALF TERM 2: DYSTOPIAN FICTION

WHAT

Students read, analyse and enjoy a range of dystopian fiction, exploring the genre over time. Students will:

- ⇒ use inference and deduction skills to explore deeper understandings of texts
- ⇒ explore how writers use language to create settings and character
- ⇒ understand the importance of context on a text's production and reception
- ⇒ locate evidence within a text, using this to support and justify opinions and inference
- ⇒ produce their own creative writing using a range of descriptive sentence types and linguistic features
- ⇒ developing vocabulary

WHY

In this scheme of work, students will develop their understanding of Dystopian Fiction conventions through extracts and short stories, as well as developing pupil's understanding and skill of creative writing. The particular focus will be on improving their ability to use vocabulary, punctuation and sentence structures for effect in their writing, as well as developing pupil's oracy, literacy and creative writing skills for specific purposes.

HOW

ASSESSMENT

How students will be assessed:
GL assessments; end of topic assessments; writing assessments; speaking and listening; reading assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; spoken assessments; self-marking homework quizzes

VOCABULARY

To be confirmed.

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.

WHAT

Students read, analyse and enjoy a range of dystopian fiction, exploring the genre over time. Students will:

- ⇒ use inference and deduction skills to explore deeper understandings of texts
- ⇒ explore how writers use language to create settings and character
- ⇒ understand the importance of context on a text's production and reception
- ⇒ locate evidence within a text, using this to support and justify opinions and inference
- ⇒ produce their own creative writing using a range of descriptive sentence types and linguistic features
- ⇒ developing vocabulary

WHY

In this scheme of work, students will develop their understanding of Dystopian Fiction conventions through extracts and short stories, as well as developing pupil's understanding and skill of creative writing. The particular focus will be on improving their ability to use vocabulary, punctuation and sentence structures for effect in their writing, as well as developing pupil's oracy, literacy and creative writing skills for specific purposes.

HOW

ASSESSMENT

How students will be assessed:
 GL assessments; creative writing; speaking and listening; writing assessments; end of topic assessments; reading assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; self-marking homework quizzes

VOCABULARY

To be confirmed

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.

HALF TERM 2: SPOKEN LANGUAGE

WHAT

Students produce a short speech arguing about a chosen topic. Students will:

- ⇒ use a range of rhetorical devices to produce a short speech that argues and persuades effectively
- ⇒ memorise their speech and deliver in front of an audience that can consist of just a member of staff
- ⇒ use a range of speaking and listening skills to demonstrate active engagement, including asking and responding to questions

WHY

In this scheme of work, students will plan and complete their Spoken Language assessment as part of their GCSE English Language GCSE. As part of the writing process, students will utilise Ethos, Logos and Pathos to appeal to their audience and enhance their ability to persuade.

HOW

ASSESSMENT

How students will be assessed:
 GL assessments; creative writing; speaking and listening; writing assessments; end of topic assessments; reading assessments

Students will also be assessed through: whole class feedback; live marking; quizzes; spelling tests for key words; self-marking homework quizzes

VOCABULARY

- Ethos
- Pathos
- Logos
- Genre
- Audience
- Purpose

READING SKILLS

- Reading aloud.
- Reading fluency
- Reading for meaning
- Skimming/ Scanning
- Analysis and Evaluation
- Prediction through key words and images
- Comparison
- Inference to read between the lines of the text.